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ABSTRACT

These memoirs of Gordon Selman, a nationally and internationally recognized practitioner and scholar in Canadian adult education, give insight into his thoughts and feelings during a 40-year professional life in university extension work and historical scholarship in adult education. Chapter 1 describes his activities before he entered the field of adult education. Chapter 2 addresses circumstances surrounding his entry into adult education and reflects on the juxtaposition of his time in the field since the 1950s and development of the field in Canada. Chapter 3 is devoted to his activities as a programmer in the Extension Department of the University of British Columbia (UBC) and his activities in voluntary organizations. Chapter 4 discusses his time as Executive Assistant to the President of the university and the 7 years he served as Director of UBC's Centre for Continuing Education. Chapter 5 describes his work and activities on behalf of associations of adult educators. Chapter 6 reflects on his years as a teacher in the professional training of adult educators. Chapter 7 deals with the impact on him of his involvement in the international dimensions of adult education. Chapter 8 turns to his research interests and publications. Chapter 9 looks at the ideas and people who influenced him in his work. Chapter 10 offers some conjecture about future developments in the field. Contains 170 references. (YLB)

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ED 376 292

Felt Along the Heart: A Life in Adult Education

Gordon Selman

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MONOGRAPHS ON COMPARATIVE AND AREA STUDIES IN ADULT EDUCATION

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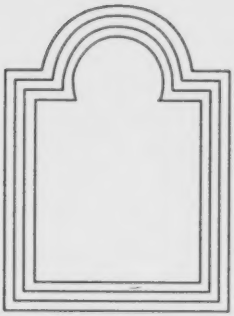

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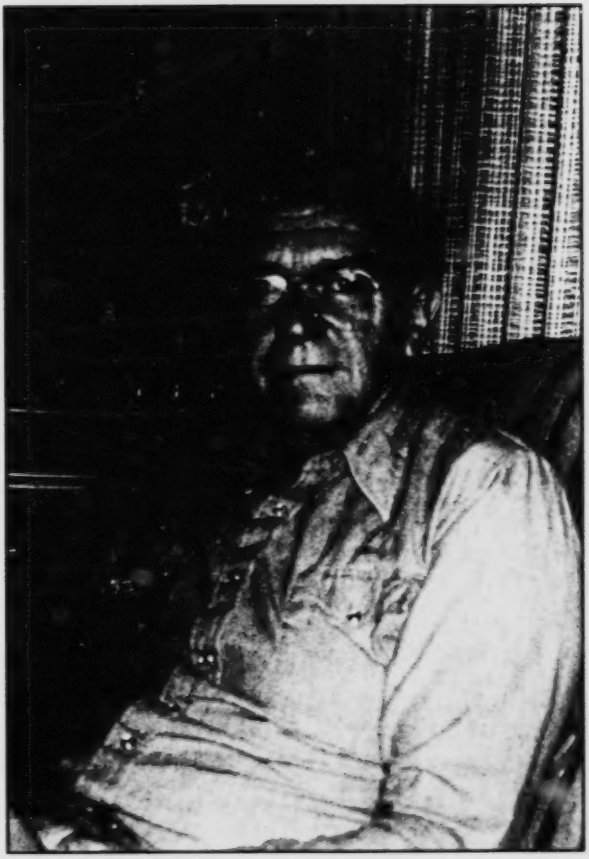

GORDON SELMAN

Felt Along the Heart: A Life in Adult Education

Gordon Selman

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To Mary

whose love and help made it possible

and whose companionship made it fun.

And to Mark, Jan and Julia

each of whom has helped along the way.

Preface (1)

Interest in the comparative study of adult education has been growing in many parts of the world since the first conference on comparative adult education held at Exeter, U.S.A. in 1966. This interest was given further impetus by meetings held at Pugwash, Canada in 1970, Nordborg, Denmark in 1972, Nairobi, Kenya in 1975, Oxford, England in 1987, Frascati, Rome, Italy in 1988 and Ibadan, Nigeria in 1991.

A number of international organizations, among those Unesco, the International Bureau of Education, the International Congress of University Adult Education, the European Bureau of Adult Education, O.E.C.D., the Council of Europe, and the International Council for Adult Education have contributed their share.

A growing number of universities in all five continents established courses in comparative adult education. Many other universities encourage students to deal with comparative study or with the study of adult education abroad in major papers and theses. The literature in this area has increased considerably since the early 1960s both in support and as a result of this university activity. A number of valuable bibliographies were published, cataloguing the growing wealth of materials available in a number of languages.

Most of the literature available on adult education in various countries can still be found primarily in articles scattered throughout adult education and social science journals. Until the mid-1970s there was no English-language commercial publisher enticing researchers to submit monographs dealing with comparative adult education and case studies of adult education in various countries, even though the need for such a publishing venture was stressed at a number of international meetings. It was with the intent to provide such service to the discipline and the field of adult education that the Centre for Continuing Education at The University of British Columbia, in cooperation with the International Council for Adult Education, decided in 1977 to publish a series of Monographs on Comparative and Area Studies in Adult Education.

In 1984 a major English publishing house in the field of education, Croom Helm, decided to establish a new series, the Croom Helm Series in International Adult Education. Dr. Peter Jarvis of the University of Surrey, an

internationally recognized scholar and noted promoter of publishing in international adult education, was appointed editor of this series. Later on the series was taken over by Routledge and was published as International Perspectives on Adult and Continuing Education. A number of volumes have been published in this series between 1984 and 1994 and have enriched the literature in this important field. Unfortunately this series came to an end in 1994.

A new publication venture in this area was introduced by the Study of Continuing Education Unit, School of Education, University of Leeds in 1991. Two volumes have thus far appeared in this new series, Leeds Studies in Continuing Education, Cross-Cultural Studies in the Education of Adults, under the editorship of Professor Stuart Marriott.

The nineteenth volume in our series brings to the reader the memoirs of Gordon Selman, a nationally and internationally recognized practitioner and scholar in Canadian adult education. The memoirs present us with a revealing insight into his thoughts and feelings during a forty-year professional life in university extension work and historical scholarship in adult education. Through the memoirs we also get an insight into recent history of adult education in British Columbia and Canada, with some excursions to the international arena, as experienced through the eyes, intellect and heart of someone devoted to adult education and to the people it needs to serve. We are very pleased that this volume in the series is the result of cooperation between The University of British Columbia, Simon Fraser University, the Canadian Association for Adult Education and the Pacific Association for Continuing Education.

Jindra Kulich
Series Editor

Preface (2)

As Gordon Selman's son, I feel no compunction to maintain any pretence of objectivity or to conceal my pleasure at the publication of this volume, a pleasure enhanced by the fact that its publication has been a result of enthusiastic cooperation of organizations and individuals with strong connections to the content of the book.

My father produced the work primarily with his family in mind, thinking, with the outlook of a confirmed historian, that we would value a record of his involvement in a field which has done so much to shape and give meaning to his life. He was correct in this, I might add, but perhaps through modesty he underestimated the range of those who might be interested. With his permission, I lent my early version of this work to Jack Blaney, a friend, former neighbour and colleague of Gordon's. He strongly urged that the work be made more widely available. Without his support, and that of Simon Fraser University, this book would not have been published.

Jindra Kulich, another former colleague at the Centre for Continuing Education at The University of British Columbia, became involved as the editor of this volume. From the moment he heard about the possibility of producing the book, he has provided a lot of encouragement and almost all of the expertise. Along with his editorial board, he has offered suggestions and gracefully accepted the complications imposed by virtue of the fact that this project is a cooperative enterprise.

The two other players in this enterprise are also characters in the story of my father's life in adult education. They are the Pacific Association for Continuing Education and the Canadian Association for Adult Education. Both have been the beneficiaries of many hours of Gordon's labours and both reacted enthusiastically to the opportunity to sponsor and share in the distribution of this book. It is thanks to the financial support of the CAAE that it was possible to include photographs in this volume.

Filial considerations aside, I am very pleased to be a part of this cooperative venture, one which involves organizations and individuals who have played a key role in shaping adult and continuing education in British Columbia and Canada. I believe that the book provides an illuminating complement to Gordon's other recent books on Canadian adult education by virtue of its per-

sonal tone and frank approach to the events of his working life. As a social historian, my father has always been interested in the interplay of individual actions and values with changes in social ideology or zeitgeist. This book provides a closer and more intimate examination of these relationships because of its autobiographical focus and candid approach.

Mark Selman *on behalf of*
Simon Fraser University
Canadian Association for Adult Education,
Pacific Association for Continuing Education

Author's Preface to this Published Version

Even close friends may be forgiven for wondering why this highly personal account of my working life in adult education is being published. I was a little startled by the idea myself. Shortly after retiring from the faculty of The University of British Columbia in 1992, I had the urge to examine my forty years of involvement in adult education, about half of that time having been spent as a practitioner in the field and a similar period as a professor. I wrote these memoirs in response to that urge, mainly for my own satisfaction. Because I thought they would be interested, I made copies as well for members of our immediate family.

Since that time, a very few close friends got wind of the document and asked to see it. I have been somewhat surprised, and of course pleased, by the extent of their enthusiasm about it. One of them, Dr. Jack Blaney, Vice President of Simon Fraser University, urged me to consider publication. Partly because after forty years of university life, I have learned never to disobey a Vice President and partly (and here we are getting to it) because along with his encouragement came the promise of financial assistance for the project, I did indeed give consideration to such a step. What more could an author ask—encouragement to publish and practical assistance to help get the job done. Either one might have been enough; the two together were irresistible.

I have not altered the original document very much. I originally had two main reservations about publishing this account. One was that portions of it seemed to me to be so related to my personal concerns and my own role in certain activities, they would not be of interest to others. I have been encouraged to leave them in, and with a very few exceptions, I have. Let the reader beware. The other concern I had was that in the original text I had been very frank about my opinions concerning some aspects of the passing scene and about some of the actors in it. In this case, out of regard for the feelings of others, I have altered or deleted a few brief passages. What remains is the truth, as I see it, but it may not always be "the whole truth".

A word about my title and the significance which it holds for me. Students of Wordsworth will recognize it as an excerpt from the poet's "Lines Composed a Few Miles above Tintern Abbey", surely one of the glories of English poetry. As I was casting about for a title which said what I felt, the phrase struck

home. Adult education, its potential in our society and the spirit in which I have attached myself to it over the years are all things to which I have had a deep sense of commitment. This commitment has been one of mind and energy, but perhaps most deeply—for better and for worse—one of the heart.

I want to express my thanks to four people particularly. First, to Jack Blaney, whose encouragement and help, as described above, have made this publication possible. Secondly, I wish to thank Jindra Kulich (and through him his editorial board), who also encouraged me to publish this account and who has been both editor and friendly advisor concerning the text. I also wish to acknowledge the support and interest which I have received from Paul Dampier, friend and co-author of a previous publication. Finally, I extend my deep gratitude to my son, Mark Selman, who although he found himself in the rather delicate position of both son (which he couldn't help) and expediter of the project (which he nobly took on), devised the basis on which the project could go forward.

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Felt Along the Heart:

A Life in

Adult Education

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Introduction

Having recently retired from full time employment, and being an historian by training and natural bent, this would appear to be an appropriate time to record some of my experiences in my chosen field of work—adult education. I use the word "chosen" with some reservations because like so many of my fellow workers in adult education, I simply was looking for a job, found one that promised to be interesting, and only subsequently discovered that I had become part of the field of adult education. I read with delight at one point that a founding father of adult education in Canada, E.A. "Ned" Corbett, said that he had set off on the road to Damascus (in his case, the Protestant ministry), but had "fallen among adult educators". In my case, I was going nowhere in particular when I fell among adult educators, but it was my lucky day when I did. It has provided me with a life unlike any other I could have had, and one that has been full of rewards.

I have come to the conclusion for several reasons that I should try to describe some of my experiences of approximately forty years in adult education. I have been fortunate enough to be involved in a number of significant developments in the field and feel it may be useful to others to share what I know of some of these things. As an historian, I am aware that it is all too possible to delude oneself as to the value of what one has to offer, but that is for others to decide. In a field which has been terribly neglectful of its history, I feel that I should err on the optimistic side, if anything, and record my experiences and insights, in the hope that they may be of interest and use to others.

Although I have no intention of "crossing the bar" in the near future, I have recently retired and this is a natural time to look back over my career. I have been involved with others over the last two or three years in working on editing the memoirs of a distinguished colleague, J. Roby Kidd, and although his career was much more visible than mine, I have nevertheless been reminded by that activity of the possible benefit to others of recording one's experiences and thereby helping others to gain contemporary perspective on significant events. One tends to accept rather casually a long experience in a particular field of activity, but I am reminded by younger colleagues from time to time that they value the historical perspective I am able to bring to the evolution of the field. This is further encouragement to record my experiences.

There is also a sense in which it is reasonable to consider myself one of a "vanishing breed" in my chosen field. I have for the last almost twenty years been a university faculty member in a field of specialty in which I do not have advanced academic qualifications. My graduate degree is in the field of History, and although I have taken quite a number of degree credit courses in the field of Education, I have not done advanced work in the field of adult education. I have given such courses, but have never taken them as a student. There is a second way in which I may represent a vanishing breed. It is that if present trends continue, it may be that few people will become university faculty in adult education who have had sustained experience as a practitioner in that field. Universities are placing such insistence these days, when hiring new faculty or considering present staff for tenure or promotion, on a prolific publication record and a clearly developed line of research, those who have been practitioners, except in exceptional cases, are increasingly at a disadvantage in seeking faculty positions. I recognize that this trend is not looked upon by many other persons with the same degree of dismay that it rouses in me. It makes me feel fortunate to have made the switch from practicing to teaching when I did, and adds to my sense that as a member of that soon-to-be-forgotten breed, it may be useful for me to record some of my experiences.

Various labels have been devised during this century to describe decades and generations, arising from the nature of the times. The Thirties and the Sixties are notable examples. My friend, Alan Thomas, wrote a piece for the *Globe and Mail* in the fall of 1987 in which he described his generation (and mine) as the "in between" generation—after this, before that, etc. It has always seemed to me that a better description of our age group in Canada might be to term us the "lucky generation". We were children during the Thirties and did not have the responsibility of keeping a family during those bad times. We were too young to be involved in World War II. We were a relatively small age cohort in Canadian society and found jobs relatively easy to find and the professions relatively open to us in the post-war period. With some exceptions, economic conditions have been reasonably prosperous during our lifetimes, and our children have not had to "go to war". It would appear that although in the future social benefits for older persons will be threatened for various reasons, our generation may make it through before there is too serious a crisis. These are among the reasons why I think I have been part of a "lucky" generation, and I certainly consider myself to have been extremely fortunate in this life.

Turning to my involvement in adult education, I feel fortunate to have had the opportunities which have come my way. It is perhaps reasonable to attribute one's professional life to some combination of circumstances and personal effort. In my case I think I have had more than my share of good luck. I have certainly put out the effort as well, but my talents are far from gargantu-

an and I have needed "the breaks" as well in order to have the interesting life I have had in my field. I had a chance to be an adult education programmer under the most fortunate of circumstances, have been director for a time of one of the most interesting university continuing education units in the country, have shared in the leadership of a number of professional associations of adult educators, both provincially and nationally, have had some fascinating international experiences, and for the last eighteen years or so, have been teaching about and doing research on adult education as a field of study and practice, in the company of an able and interesting group of colleagues.

It strikes me that if there is a theme to much of what I have done in adult education, it may be that of strengthening the Canadian dimensions of the field. I entered adult education in the mid-fifties, just as Canadians were becoming greatly concerned about the extent of foreign (mostly American) domination of our economy and culture. I shared those concerns. As long as I was in university extension work, I moved mostly in professional circles which were Canadian in leadership and outlook, although there was a tendency for many of my colleagues to look to the large American organizations for services. But when I entered the academic world, in the mid-seventies, I was thrown into one which was dominated by Americans, who were on the whole comfortable with American literature, contacts and points of view, and not as committed to fostering things Canadian as I felt they should be. (My colleague, Tom Sork, is an exception in this regard). It has been of particular satisfaction to me, therefore, to contribute in whatever way I could to describing and documenting the nature of the field in Canada and to strengthen its Canadian institutions and organizations. The account which follows describes much activity which falls in these categories. Shortly before I retired, I was able to complete and get published three books, *The Foundations of Adult Education in Canada* (co-written with Paul Dampier)(1), *Citizenship and the Adult Education Movement in Canada* (2), and *The Invisible Giant* (a history of adult education in B.C.) (3) which taken together represent a culmination of many of my efforts to strengthen our Canadian traditions in this field.

The table of contents indicates quite clearly how the following text is organized. In the first chapter there is an account of some of my activities before I entered the field of adult education and some other elements of my background which seem to me to be relevant. In the second chapter I deal with the circumstances surrounding my entry into adult education and as well reflect on the juxtaposition of my time in the field since the fifties and the overall development of the field in Canada. The third chapter is devoted largely to my activities as a programmer in the Extension Department (subsequently the Centre for Continuing Education) of The University of British Columbia, and as well to some of my activities in voluntary organizations. In Chapter 4, after an account of my time as Executive Assistant to the President of the

University, I turn to the seven years during which I served as Director of the Centre for Continuing Education. My time as Director coincided with my holding office as president of two national adult education organizations and Chapter 5 is devoted to a description of not only that work, but also all of my activities on behalf of associations of adult educators, both provincial and national. Chapter 6 reflects on my years as a teacher in the professional training of adult educators, beginning in 1974, when I joined the Adult Education Department of the Faculty of Education. Although my involvement in the international dimensions of adult education has not been important to the field, it has had considerable impact on me personally, and I deal with this in Chapter 7. In Chapter 8 I turn to my research interests and publications, which reflect in part what was "doable", what interested me, and what I judged to be of value to the field in Canada. In the next chapter, I review some of the foregoing, looking particularly at the ideas and people who influenced me in my work. At the suggestion of the editorial board I have added a tenth chapter, one in which I offer some conjecture about future developments in the field.

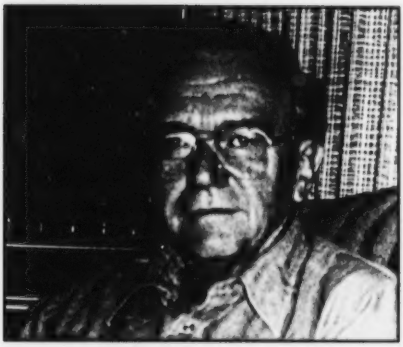
As an historian, I am very conscious of the idea of forces which shape the development of societies and the lives of individuals. Like most people, I suppose, I see my life as a product of external forces on the one hand and personal choices on the other. I respond to two thoughts expressed by Shakespeare on the subject. In King Lear he tells us:

> It is the stars
> The stars above us govern our conditions.

But in All's Well That Ends Well, we find:

> Our remedies oft in ourselves do lie,
> Which we ascribe to heaven: the fated sky
> Gives us free scope.

Somewhere in there is what I believe, I guess. I have felt in my career in adult education that I have at times made choices or decisions which have had an effect on the development of my career and on the opportunities which have come my way. But at the same time, I have been aware on many occasions of forces around me—in my family, on the part of other individuals, and in the broader society, which have played an all important part in shaping what kind of life I have had. Such thoughts have had an important part not only in my thinking about my own life, but also in the development of my philosophical position with respect to my work. That search in my thinking goes on.



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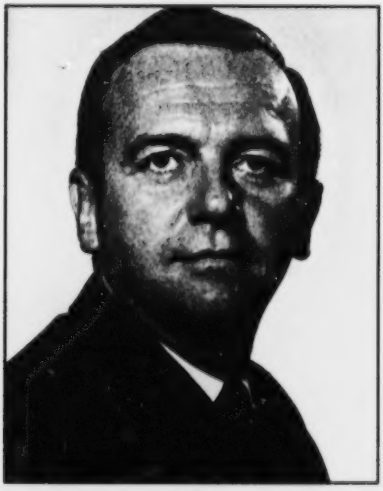

1969

1985

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I

The Making of a Tyro

There is a history in all men's lives,
Figuring the nature of the times deceas'd;
The which observ'd, a man may prophecy,
With a near aim, of the main chance of things
As yet not come to life, which in their seeds
And weak beginnings lie entreasured.
Such things become the hatch and brood of time.

William Shakespeare, "Henry IV", Part 2

I entered the field of adult education (without being conscious of that fact) in September of 1954, when I joined the staff of the Extension Department of The University of British Columbia. I was 26 years old at the time and I think brought certain skills and capacities with me, but I did not discern at that point the full dimensions of the field I was entering. To me, at the time, it was a reasonably attractive looking job, one which made it possible for me and the family to return to Vancouver from Ottawa, where I had been working and where our twins were born, but I did not really know when I took the job how wonderful an opportunity it was, or just what a good fit it was with my interests and background.

I was born in Vancouver, the younger son of Gordon and Laura Selman. I could hardly have been more fortunate in my "choice" of parents or circumstances in coming into this world. My parents were two very loving and able people, with very different personalities. My father and his two brothers were the major owners of a company which was one of three in Canada which made wooden pipes and tanks (used mostly for municipal and other local water systems) and the business, while not large, was reasonably successful and provided a good living for those involved. In the Great Depression, which fell upon the world approximately two years after I was born, the business did not thrive particularly, but at a couple of crisis points it managed to land large contracts for projects which kept the business afloat through the depression period, and allowed our family to live in relative comfort and stability.

My parents had a great variety of interests and got me going in a number of different directions. They were ambitious for me in terms of education and consistently impressed upon me the need to strive to succeed in that area of my development. This was not an oppressive kind of pressure from them, but I was never in any doubt as to their view about the matter. My father had qualified as a lawyer, though he never practiced law, having gone into his father's business after a very few years of teaching school and a period of service in the army in World War I. My mother had attended Normal School in Vancouver and had also taught briefly, though I very seldom heard her speak of that experience.

My father's family had come from the Sarnia area in Ontario, his father having sold his farm there and having gone to the Klondike gold rush, where he apparently made a considerable amount of money—not looking for gold but cutting wood along the waterways of the area, which he sold to the steamers. My grandfather had left his family in Victoria for the period during which he was in the North, but when he returned, they moved to Vancouver and he bought into Canadian Wood Pipe and Tanks, the company which was eventually taken over by his three sons. My father attended high school and the first two years of university (at McGill University College, which it then was) in Vancouver and then took his law degree at McGill in Montreal. As a young man, feeling that he needed to build himself up physically, he had turned to the Y.M.C.A. in Vancouver. In later life he was a firm supporter of the "Y" and served on boards and committees there for most of his adult life. I can remember many Y meetings and social events being held in our house as I was growing up. I think it was a disappointment to my father that I did not have more to do with the Y. I sometimes wonder whether I picked up some knowledge about organizational life from being on the fringes of my father's many Y activities.

My mother's family came from Nova Scotia. She grew up mostly in Spring Hill, an ill-fated mining town which experienced many mine disasters. Her older sister had moved to Vancouver with her husband and decided that Spring Hill was not a healthy environment for her young sister. The couple invited my mother, age 17, to join them in Vancouver. There, fibbing about her age (a fact she was later fond of telling me about from time to time—she was really not quite old enough to enter the Normal School for teacher training), she gained her teaching certificate. As far as I know, she taught for a very brief period and did not particularly enjoy it.

A most important factor in the lives of both my parents, and the place where they met, was the First Baptist Church of Vancouver. They met in the choir of the church and all their lives they were active members and supporters of that congregation. They were married there in June of 1922. Both were active

leaders in church affairs, but along separate lines. My mother led a Sunday School class of girls and stayed with the group as they grew into young women. She became something of a mother figure to a number of the women. The cares, troubles and concerns of those women ran quite a gamut of human affairs and I can remember a few of them, as mature women, visiting our house at times, some having real problems in life and looking to my mother, as they had done since their youth, to help them see things through. My mother was also active in the women's organizations of the church—the "circles" (small groups of women), the Women's Society, and the congregation as a whole, of which she was for a time the "Moderator", or elected chairperson. My mother gained a great deal of experience in the running of organizations and human relations skills in this church work and she explained to me from time to time, when she subsequently took on responsible jobs in the community, that she had developed the skills in church work which enabled her to do these other things.

My father's church activities were perhaps less visible or in the limelight. He was on administrative committees much of the time, and continued in the choir for many years, but his chief organizational interest was a men's organization, of which he was the perennial secretary. The significance of this was that he developed the specialty of writing somewhat fictional "minutes" of the meetings, with which he would regale the subsequent meeting, staying close enough to reality to suggest the idea of minutes, but taking off in flights of outrageous and amusing fancy. He gained a considerable reputation for this activity, and I sometimes wonder whether my seeming capacity for wisecracks and one-liners had their origin to some extent in my dad's example.

Both of my parents were active in community affairs. Dad participated in Rotary Club activities, was as I have said perennially on boards and committees of the Y.M.C.A., and at one time ran unsuccessfully for the Vancouver Parks Board. My mother had a more visible and multi-faceted public life, being active in a number of voluntary organizations and heading up or serving on the boards of a number of public bodies. I always admired the fact that though she became active at the highest levels of public bodies, she was also still willing to knock herself out sorting stuff for rummage sales and manning a booth all day long at such affairs. During World War II my mother headed up two important service centres in Vancouver and for many years was a full time volunteer worker, heading off to the office first thing in the morning and re-appearing in time to get dinner. She was the Director of a Housing Registry for the City (located in the Vancouver Hotel), a service through which people were assisted to find housing in wartime, when housing was in such short supply. She also set up and ran an entertainment centre for servicemen in downtown Vancouver (Burrard Street between Georgia and Dunsmuir). The former service was run under the general administration of

the Consumer Branch of the Wartime Prices and Trade Board (Ottawa). After the war, my mother was awarded the Order of the British Empire (OBE) in recognition of this work. She had by this time become very active in the Community Chest (now the United Way) and Social Planning Council of Vancouver, becoming President of the former in 1949. My mother also served for many years on the board which initiated and subsequently managed publicly assisted housing in Vancouver. This involved a tremendous amount of detailed work. She also was a member of the civic committee which planned and operated the Queen Elizabeth Theatre complex in downtown Vancouver. It seems that all such public projects become the centre of some controversy, and this was no exception. My mother hated such situations, which was the main reason she repeatedly turned down offers from political parties to run for office at the civic and provincial levels.

I was "witness to" a great deal of my mother's work in these various settings as I was growing up, was proud of the contributions she was making to community affairs, and perhaps gained some sense of how organizations work and how to deal with people. In terms of personality, I always felt that my mother and I were very much alike, and I think I likely learned more than I can tell in any specific way from seeing her in operation.

My father was a sports enthusiast. He liked to watch sports events and he played golf with a passion (more passion than skill). He worked terribly hard in his job with the company, but he insisted on getting away twice a week—Wednesday afternoons and Saturday mornings—to play golf. And he encouraged my brother and me (my brother was killed in the Air Force in World War II) to take up games of various kinds. My brother became a very good golfer as a teenager. I went in more for team games, for reasons which I cannot explain. In elementary school I played a lot of soccer. In junior high and high school (I am sure partly because I had grown so tall) I took up basketball, with a lot of volleyball on the side. Our high school team were the Greater Vancouver basketball champions, as I recall. Also in high school, for reasons I don't remember, I all of a sudden decided to take up baseball. I decided to try pitching, and being new to the game, I was placed on the junior team. I turned out to be quite good at that and we won the city championship, largely on the strength of my pitching, I think it is fair to say. I also got involved with some members of both the junior and senior teams in a community league, our team being sponsored by a men's clothing store. I believe we won the league for a couple of years and I gained a place on the "all star" team for the city. To complete this story, I should say that I continued both basketball and volleyball at university. I was not a star by any means, but I had a lot of fun at it (until I needed to give it up in order to get marks good enough to get into graduate studies) and in 1948 our university basketball team won the national championship at finals in Toronto and half of our team (not including me,

unfortunately) were selected to go to the Olympics to represent Canada. In volleyball I played at the University as a secondary interest and while I was working in Ottawa in the early fifties, our place of work had a team that was involved in city playoffs and I was selected to join an all-star Ottawa team to go to the Canadian finals in Montreal, where we came in second, as I recall. I also played basketball in a community league in Ottawa.

The point of explaining some of the foregoing about my sports activities is to make clear that I had some fine opportunities to work with others, to experience the discipline involved in team sports, and I think also to gain some confidence in myself and my capacity to perform. There is, in my view, a lot of nonsense expressed about the wonders of involvement in sports as a character building activity and about inculcating the old competitive spirit, but I must say that I feel I benefitted in a number of ways from my involvement in these activities. And all along the line I was sustained and encouraged by the interest of my parents—especially my father.

Something that was perhaps to have more profound effect on the development of my interests and abilities was the fact that as I grew up, I had many opportunities to gain experience in group activities and leadership functions. In my early years I was occasionally called upon in school and in connection with church activities to perform in some way. In junior high school I all of a sudden went from being a middling/average student, in terms of marks, to being one of the top students. I ran unsuccessfully for President of the student body in grade 9 and received a "Special Award", which was given to those who won three other awards as well—scholastic, athletic and citizenship. These being wartime years, we were all in military cadets, and I was the senior officer for the school. In high shool I teamed up with another student and we won the inter-highschool debating contest for the city. I was very active in athletics and upon graduation from high school in 1945 I was named valedictorian of the graduating class.

In short, when I went on to university in 1945, I had had quite a lot of experience with leadership and organizational activities. I did not pursue them actively for a few years, however. I went to The University of British Columbia in the first post-war (for Canada) year, and in the company of many thousands of veterans of the war. I believe that U.B.C. went from approximately 2,500 students in 1944-45 to approximately 10,000 the following year. There were many students who during the war had broad experience of various kinds and they moved into leadership positions on the campus. I do not mean that I was "crowded out" in any sense. I was moving from high school to a huge institution, had quite enough to do in finding my feet with a new style of study and self-reliance, and was happy enough to devote my extra-studies time to pursuing my basketball interests. I had a year of intermediate

level ball and two years on the senior University team. The point I wish to make is that I was happy to "keep my head down" for my early years of university and did not seek leadership positions of any kind.

One little incident comes to mind in this connection. Because the University in my early years was coping with an unprecedented number of entering students, many of our classes at the first and second year levels were very large. I can remember taking first year psychology in the University auditorium with 600 or 700 others. One got out of the way of expecting to have any individual attention. When I entered third year, for the first time I attended classes that had only 30 or 40 students in them. The incident I remember was the first time I put my hand up and asked a question. To my surprise and dismay, I found myself terribly nervous and my voice actually trembling (or so it seemed to me) as I asked a perfectly simple question of the instructor. That moment has never left me. Knowing I had done many things in the past involving "performing" in public and under pressure of one kind and another, I had not realized to what extent I had pulled back from that sort of involvement, and I realized something had to change.

I had no very clear sense of where I was going for much of my university career. I always had a sense of what occupation I was headed for, but I kept changing my mind from one year to the next. At first I thought it was engineering, but then first year maths and science courses seemed so much of a bore I gave that up. Then it was law, which I also dropped for reasons I don't remember. Sometime in second year of university, I came to see history as an interesting field of study, and I think at about the same time, I decided I would like to teach school—I guess as a way of utilizing history in an occupation. My marks in general, including in the field of history, were not outstanding in first and second year and it was pointed out to me that the only way I could get into graduate study in History was to take a particularly heavy load of history courses in third and fourth year and get first class marks all along the line. In order to do this, I stopped playing basketball after the end of third year and concentrated on my studies, managing to get the required marks and enter graduate studies in the field of History in 1949.

The next two years of study combined my Masters Program in the field of History, and in the second year, my Teacher Training Program as well. One of the things which made this possible was the fact that most of the Education courses I took at that time had so pitifully little "content" in them, it was easy to keep up with them, even though my course load was quite heavy. At that, I graduated from the teacher training year with the highest marks of the 250 or so students in our year, as well as completing the course work for my M.A. in History and International Studies. I then got a teaching job in a Vancouver school (grade 8) to teach in the year 1951-52, but by the time the year began in

September, I had changed my mind again and had decided that teaching school was not for me. Interestingly, when I approached the Superintendent of Schools for Vancouver (whom I happened to know because he had earlier been vice-principal of the high school I attended) and told him about my change of plans, I found him most sympathetic. He said, "I never thought you would be happy teaching school, Gordon, so this decision does not surprise me". He asked me just to cope for the first few days of term at the school to which I had been assigned, until he could arrange for a replacement. That is how I wound up with a school teaching career which lasted four-and-a-half days.

I was then at something of a loose end. I was married by this time, and mercifully my wife Mary was bringing in a salary from her social work job. I was unemployed. I had done some work the year before as student assistant to a senior history professor, Fred Soward. I got in touch with him and asked for "my job" back, which fortunately, he was able to give me. That provided not very much money, but gave me a university base of operation and allowed me to get on with writing my M.A. thesis. That work in the History Department involved, among other things, organizing and leading discussion groups, in which students in Soward's large lecture courses were provided with an opportunity to discuss issues arising in the course—as I recall, a course in international relations. By hindsight, this may be seen as the beginning of my work as a teacher of adults in a university setting.

It was Fred Soward who drew my attention to the fact that a recruiting team from the National Research Council (Communications Branch) was coming to the campus. Neither Fred nor the team itself could tell me very much about the work of this Branch of the N.R.C., because the work was highly confidential. I suspect Fred knew quite a lot about it from his years during the war with the Department of External Affairs, and he told me he thought I would find it interesting. I was invited in the end to take a job with them in Ottawa and Mary and I decided to do it. It was to a large extent a leap in the dark, but it was a job for me, and I think we were ready for a time on our own and away from our families. So we drove East, in the early summer of 1952, found an apartment, and I began work at the Communications Branch.

We had no personal friends in Ottawa initially, but through work and the church, we soon met some congenial people. One of my colleagues at work was a fellow who was very active, through the University of Ottawa, in things Latin American and I worked with him organizing conferences and writing quite a few book reviews of Canadian books for publication in a Latin American review of books. We had an interesting time in Ottawa, including the fact that our first child—who turned out to be twins—were born there. I played quite a lot of volleyball and basketball, playing games around Ottawa and also in nearby communities.

The work I did there was exceedingly confidential. We could not talk about it outside the building at all, and one was not free to even stay on in the building and work extra hours. Entering employees were put on a training program so that the aptitude for the various aspects of the agency's activities could be judged, and after that we were all assigned to one of the specialized sections. In my case, the work I was assigned to was congenial, and as I learned more about the agency, I saw it as perhaps the only kind of work done there that did hold much interest for me. It involved a great deal of report writing, marshalling information into meaningful accounts, making judgments as to when there was sufficient information to do this, etc. I think I gained from that work some skills in writing, organizing material, remaining "true" to the data from which I was working and handling interpretation of evidence. It developed further some things I had learned at university as a history student.

We came after a year or so in Ottawa to feel that though were having a pleasant time, we did not want to settle down there. The work I was doing, while interesting enough, did not hold promise of an attractive career. We thought of my trying to get into External Affairs, but in the end felt that we preferred to return to the West Coast. So we decided that we would take our holidays in the summer of 1953 back in Vancouver, and that I would use the time to look about for another job.

I had no clear idea of what sort of job I wanted. My indecision of university years was still with me. I think by this time I thought that something educational or literary might be of interest and one thing I had in mind, as I recall, was working as an editor in the publishing business. Here my mother and her contacts in the community came to the fore. Among the suggestions she made was to go and see Dean Geoffrey Andrew, the Assistant to the President of U.B.C. She had worked with Dean Andrew on community projects and felt that he might have useful suggestions. I guess I was attracted in a general way to university life, and so I made an appointment to go and see him. One of the things he suggested was to go and see the Director of the Extension Department of the University—at the time Dr. Gordon Shrum—and see whether anything might be possible along those lines. I had no real idea of what the Extension Department did, although I think I remember borrowing a film or two from them as part of my job as student assistant to Fred Soward. As it turned out, my mother had some distant connections with Dr. Shrum as well, though it was with his estranged wife, so I wasn't sure how helpful that was.

Dr. Shrum told me that there were no openings on his staff at the present time, and that in any case, he was within a few months giving over his job as Director to Dr. John Friesen, who was coming from Winnipeg to take up the post. He was reasonably encouraging, however, and suggested that if I left a

letter of application with him, he would make sure that it was passed on to Dr. Friesen. It seemed like a long shot, but as I recall it was the only possible prospect I turned up in Vancouver on that trip, and I returned to Ottawa with things in that state. Nothing had happened by the end of the year and I have a copy of a letter in my files dated December 28, 1953, in which I reminded John Friesen of my interest in employment with his Department and expressed the hope he would keep me in mind.

I don't know what John Friesen did in terms of checking with my references and with other persons I had mentioned in our correspondence (though Fred Soward subsequently mentioned having talked with John about the matter), but he wrote me back in mid-January to say that there might be a job available and that he would be in touch with me later on about an interview. I discovered later that my aunt, Mrs. Rex Eaton, who knew Geoffrey Andrew quite well, spoke to him about the matter sometime during this period. This is perhaps an appropriate place to "admit" that sometime in the subsequent years, Geoff Andrew told me that when I had gone to see him looking for advice about a job, he really didn't know anything at all about me, but he thought that anyone who had grown up in the same household as my mother, and who was in the same family as my aunt, Mrs. Eaton (both Nova Scotians, as he was), likely had picked up a few good things along the way and might just be good in organizational work such as university extension. While that may not have been the most flattering thing he could have said, I knew him well by then, and "could take it"—and what's more, I think he was right.

John Friesen came to Ottawa in late May and we had dinner together. It seemed to go quite well, and I came away expecting in the near future to receive a job offer. In mid-June it came, and I wrote back right away accepting. A week or so later John Friesen wrote again with a specific salary offer ($3,200 a year, later changed to 3,300—I was currently making $3,870 with N.R.C.). The salary that was offered was a disappointment, but I find a note in the sporadic diary I was keeping at the time to the effect that I hoped I could get supplemental work in the History Department in order to bring in some funds. John Friesen also suggested that I should arrange if I could, before going West, to visit the offices of the Canadian Association for Adult Education in Toronto and the Extension Departments of Carleton University in Ottawa and the University of Alberta in Edmonton. I managed all of these except Edmonton. I drove to Toronto for a Friday and saw Isabel Wilson at the CAAE (in the absence of the Director, Dr. Roby Kidd). I did the rounds of a variety of offices in Ottawa which were involved in work related to what I would be doing at U.B.C., such as the Citizenship Branch of the federal government, John Kidd at the Canadian Citizenship Council, and the National Film Board. I caught up with Roby Kidd in Ottawa, having missed him earlier in Toronto, and found him wonderfully accepting and welcoming to "a

new colleague" in the field, My association with Roby Kidd was to be close and rewarding in many ways over the years. In early August I saw Mary off on the plane with the twins (18 months old) and a couple of weeks later, drove the car to Vancouver and was reunited with the family.

There is one further dimension to the story which I might mention, an additional indication of just how "accidental" some elements of my fortunes were. When I was offered a job in the Extension Department initially, it was as "information officer". At that time the University information/public relations officer was located in the Extension Department, even though, as I recall, he worked mainly for the President's Office. That was the position that was offered me in the first instance and it is the one I accepted. I guess I was very anxious to get my foot in the door, and to make the move back to Vancouver. I had no qualifications I can think of for that information officer job. But another of a string of fortunate "breaks" which I was to have in my career occurred even before I set out for Vancouver. Another member of the Extension staff submitted his resignation as a "programmer" during the summer, and after consulting with Geoff Andrew, apparently, John Friesen informed me that instead of making me information officer, he was appointing me as "Supervisor of Citizenship and Evening Classes". This switch to the other job may just have been a very important one in determining my future career because in the new position I worked very closely with John Friesen's office, whereas in the other one I would have perhaps been more in the area of general university administration. In the early days of September, 1954, my picture and a brief announcement of my new appointment appeared in both the Vancouver newspapers (in both cases on September 8). A new era, and a lifetime career was beginning for me.

The Selman Family

The Selman Family, 1954

Janet and Julie Selman, 1982

Gordon, daughter-in-law Jan, Mark and Mary Selman, 1982

Gordon and Mary Selman, 1965

Gordon and Mary Selman, 1985

2

A Changing Field

A self awaits us inside every occupational role.

Ralph Ruddock

From this distance of time and circumstance, it is clear that my entry into adult education took place in a period of rapid change in my new field. None of this was apparent to me in late August of 1954. I was entering a new territory, with very little notion of its overall dimensions or character. I had no idea, really, of the nature or significance of adult education as an educational and social enterprise. Still very much finding my way in life as well as in the vocational world, circumstances had led me to a new beginning, one which I suppose I found attractive in general terms, but about which I knew next to nothing. I was certainly not aware that the field of adult education was itself in the midst of a profound change of character.

From the perspective of the 1990s, we can see that the Fifties, when I came into adult education, were a period during which adult education in Canada made a distinct shift from what it had previously been—often described as a social movement—towards seeking the status of a profession. As Webster Cotton and others have demonstrated, in the United States this shift towards professionalism may be seen to have started back in the Thirties. One of my most interesting (to me) pieces of research consisted of an effort to document the idea that in Canada, the shift towards professionalism took place mainly in the 1950s, which I termed a "pivotal decade" in the development of the field in this country.(1)

Not only did I unknowingly enter the ranks of adult educators at a time of profound and rapid change, I also, by good fortune, landed in a very strategic spot. It is easy for me, having worked in universities almost all my adult life, to take for granted the many and varied benefits that flow from working in such a setting. By this I mean not so much the security, pleasant working conditions, fringe benefits and the like of such employment (though those are important too) but rather the intellectual stimulation and leadership potential which are characteristic of university work. I have spent a good deal of my

career being pretty annoyed with the attitude and policies of my institution, but I have never been in any doubt about the advantages of working in the university world—though there have been many days when I needed to remind myself of this.

In joining the Extension Department of The University of British Columbia, I became part of a unit which at the time was strongly supported by its parent institution and was led by one of the most outstanding adult educators in Canada, John Friesen.

The President of U.B.C., Dr. Norman A.M. "Larry" MacKenzie, had taken up that post shortly before I became a student at the university, was a nationally known public figure, had done international work, had led U.B.C. through its dramatic period of expansion after the War, and had been a member of the landmark "Massey Commission" on the development of the Arts, Letters and Sciences in Canada. He was highly respected in the community as well as in university circles and had a lively sense of the importance of the university's connections with the community. He was a keen supporter of adult education and its role in society and as well of the work of the Extension Department in his own institution. Both he and his Deputy, Dean Geoffrey Andrew, were well acquainted with the field of adult education, had worked closely during World War II with E.A. Corbett and the Canadian Association for Adult Education, and generally both knew about and supported the field. They saw the need for a public university such as U.B.C. to contribute to the general cultural development of its community, and considered the Extension Department as one of the important instruments to this end. Larry MacKenzie was known nationally as one of the university presidents who supported most strongly the extension work of their institutions, and his strong supporting statement, contained in his Annual Report of 1952 (likely written by Geoff Andrew) was widely quoted and reprinted in adult education literature.(2)

Dr. John K. Friesen, the Director of the Extension Department and my new boss, was a well known figure in Canadian adult education circles. He had been a school teacher and principal and an active leader in the folk school movement in his native Manitoba before the War. He had a distinguished career in the Air Force during the War and afterwards pursued his Doctorate in Adult Education at Columbia University, becoming one of the first Canadians to secure that qualification. He subsequently served in a senior position with the Manitoba Wheat Pool and carried out a great deal of community development work, particularly promoting the organization of larger school districts and the building of hospitals at the community level in the province. Through these and other activities he became one of the acknowledged leaders in the adult education movement, with particular reference to rurally based aspects of the field. An indication of his position was provided

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by the fact that when Dr. Roby Kidd assembled the first book on the field in this country, *Adult Education in Canada*, which was published in 1950,(3) he turned to John Friesen for a section on rural-based adult education. Dr. Gordon Shrum, the former Director of the Extension Department, when he indicated that he wished to give up that post, was asked to recommend a successor. He had seen John Friesen in operation at national adult education meetings, had formed a high opinion of his capacities, and in the end recommended his appointment. Friesen had become Director of the Extension Department at U.B.C. in the summer of 1953, approximately a year before he employed me.

John Friesen, in addition to being a dynamic and effective leader of the Extension program at U.B.C., was a remarkable developer of people. He inspired his colleagues through personal example, by challenging them to perform well and by assisting them in every way possible to expand their horizons and cultivate their talents. He made funds and time available to his senior colleagues in order that they might travel, attend conferences and play an active part in associations of adult educators at all levels. At a more personal level, he was a remarkable example of a broadly educated leader, with interests which spanned the liberal arts, the fine arts and public affairs, and who had a subtle way of encouraging others to cultivate such interests as well. Those of us who had the privilege of working with him, from the mid-Fifties until he left the University a decade later, and who have moved on to responsible administrative, academic and consulting positions in various parts of Canada, all share a special affection and respect for him and a sense of being enriched by our association with him. I had the pleasure, shortly before I retired, of supervising a student thesis which was a biographical study of John Friesen, and the author, through extensive interviews with Friesen's former colleagues, documented the uniformly high esteem in which he was held by that group.(4)

John Friesen was especially well suited to the circumstances which faced him during his time as Director of the U.B.C. department. Some of those elements were specific to the situation in British Columbia and some were part of the general trend, referred to earlier, by which the field was becoming professionalized. When he began his tenure with U.B.C., the University administration was strongly supportive of what had been the Department's customary role—the provision of a broadly-based adult education and cultural service to the province. This included in addition to the usual adult education evening classes and short courses, a multi-faceted range of field services in such areas as co-operative education, family life and pre-school education, human relations training, Youth Training Schools, play-lending, recordings, film and book circulating library services, off-campus short courses in the fine arts, home economics and film utilization, and various branches of agriculture. Friesen was

familiar with these sorts of activities from his earlier work throughout Manitoba.

But during his tenure at U.B.C., this picture began to change. Friesen was in fact ahead of these forces, rather than pushed by them. The Extension Department at U.B.C. had since the end of the War been the largest adult education organization in the province and reached out by various means to all corners of the province, in the knowledge that if they did not deliver the workshop, short course, film showing, conference or lecture series in that locality, it was likely not going to get done. Friesen had a sense, however, that university extension should no longer attempt to be all things to all people. He was fond of quoting from a book published by UNESCO in 1952, about university extension, in which Cyril Houle, a senior American scholar in the field, called upon the universities to restrict themselves to operating at the highest level intellectually with respect to their programming, and to provide research, demonstration programs and the training of adult educators.(5) Such advice had to be tempered in the light of local conditions, but Friesen set about reshaping U.B.C.'s Extension program in keeping with these principles. His policies in this regard were influenced as well by the fact that shortly after he arrived in the province, a remarkable expansion began in adult education programs offered by the school boards of the province, strongly supported by the provincial Department of Education. This made it all the more appropriate for the university to restrict its role in the field, leaving other functions to locally provided programs.

Friesen set about reshaping U.B.C.'s Extension program in keeping with these principles. Near the end of his time at U.B.C., external pressures began to force developments even more strongly in the same direction, a new University President withdrawing a substantial portion of the financial support for extension services. At about the same time, the province began to develop a system of community colleges throughout the province which were, from their inception, expected to play an active part in the field of adult education as well. These several factors brought about a distinct shift in U.B.C.'s extension work to a more "university level" pattern of programs and services. Although there were some difficult decisions involved in this transition, Friesen was already taking the Department in many of the same general directions when the other external circumstances came along and forced the pace of change.

I was, therefore, in a strategic place and under the influence of extremely able and highly regarded educational leaders when I joined the staff of the Extension Department of U.B.C. (I would like to think this was a product of wise decision making on my part, but as I have made clear, next to none of this was known to me when I took the job.) But in addition to that stroke of

good luck, I entered the field of adult education at a time when its fortunes in British Columbia were in the ascendency. The adult education program of the Vancouver School Board had for many years been one of the top programs of its kind in Canada. The Vancouver Board had been the provincial leader in this work ever since it pioneered it in the early years of the century. At the end of the World War II, the Board had taken the important step of putting the position of the Director of Adult Education on a par (as Assistant Superintendent) with the heads of the other parts of the school system and the man in the post, Graham Bruce, was most effective in advancing the work in the post-war period. He took the lead in expanding enormously the non-vocational, general interest aspects of the adult education program, in keeping with the mood of post-war society. He also recruited a team of able adult education administrators, who served as principals of the major programs and evening schools throughout the city. Another important development at the time was the decision by the provincial Department of Education in 1952 to create a new unit, the Community Programmes Branch, which was placed in charge of two rapidly expanding areas of work, adult education and community recreation services. Appointed to head up this unit was L.J. "Laurie" Wallace, who was to go on to become one of the top civil servants in the province and who while in charge of the Community Programmes Branch, greatly stimulated the growth and development of adult education under school board auspices. By the end of the Fifties, school-board sponsored adult education in British Columbia was away ahead of such work in other provinces. Dominion Bureau of Statistics figures showed that participation rates in school board adult education programs in B.C. were twice the national average, and there were more full-time directors of adult education employed by school boards in B.C. than in all the rest of Canada put together.

It was against this background that the heads of the three leading adult education agencies in the Province—U.B.C. Extension, the Department of Education and the Vancouver School Board—had jointly invited representatives of a wide variety of interested agencies to attend a dinner at which the formation of a provincial organization to represent the field of adult education was to be discussed. (The establishment of such a body had been mooted a year earlier at a Western Provincial Adult Education Conference held at Banff under the sponsorship of the Canadian Association for Adult Education.) Thus it happened that a matter of three weeks after I joined the Department at U.B.C., I attended this significant meeting and was part of the formation of this pioneering provincial organization, one as it turned out with which I would be closely linked. There had been a few relatively short-lived regional or provincial adult education associations earlier than this, but all had disappeared by 1950.(6) The creation of this B.C. body, co-incidentally a matter of days after I entered the field, was to be the first step of a significant new development in adult education, both provincially and nationally.

I do not remember the exact circumstances, but early in my career at U.B.C., I suppose prompted by my interest in history, I began to look into the history of adult education in Canada. I was no doubt stimulated to do this from time to time by items which appeared in *Food For Thought*, the journal published by the Canadian Association for Adult Education (CAAE), and no doubt by John Friesen, whose roots were in the social movement tradition of the field. I can to this day remember my surprise when I first came upon the "1943 Manifesto", which had been approved by the CAAE annual conference in that year.(7) Here was a gathering of adult educators from many sections of the field endorsing (unanimously) a statement which called for the expansion of public sector ownership and public controls in Canadian society. It was not that I had any quarrel with the principles that were expressed in the statement. What surprised me was that a conference of adult educators would feel that it was proper—as educators—to make a pronouncement on such subjects. My reaction revealed the state or extent of my ignorance about the field which I had entered. Adult education had in large part come out of such social movement roots, and it should not have been all that surprising that a conference of adult educators at that time would give expression to such views (though how wise it was for the CAAE to sponsor such a statement is open to question). I have on several occasions since in my writing used the approval of the 1943 Manifesto as an example of the social movement roots of the field in Canada, and also of the way in which adult education has reflected the nature of the society in which it functions.

That I was so surprised to discover the 1943 Manifesto, was not only a reflection of my ignorance of the background of the field, however. It was also an indication of the fact that the state of the field when I entered it was very different from what it had been 10 or 11 years before. It may also reveal that my immediate circumstances, working in a more professionalized setting within a university and working under the direction of a man who had advanced professional and academic qualifications in our field of practice, had led me to different assumptions about the nature of the enterprise of which we were a part. I have, especially since I became a teacher and scholar in the field in 1974, been fascinated by the evolution of adult education over the decades and have written quite a lot about the subject.

By the time I entered the field of adult education, it was moving—or at least part of the field was—down the road from social movement to profession. A milestone for me in my perception of this development was a publication, *On Behalf of Adult Education*, by Webster Cotton, an American adult educator, which appeared in 1968.(8) It was a substantial pamphlet, based on his doctoral thesis, which examined the literature of adult education (almost entirely the American literature) from the point of view of what it revealed about how the enterprise was perceived. He demonstrated how the field in the U.S.A. had

been transformed from what he termed an "idealistic" phase (in which the goal was the improvement, if not the transformation of the society and individuals within it) to the professional or "educational" phase, in which the goals were not the transformation of society, but rather meeting as effectively as possible the educational needs and wishes of individuals. I was fascinated by Cotton's analysis, and also by his methodology. I gained a great deal of understanding about my newly chosen field from his work, and his publication may, in an indirect way, have been a factor which encouraged me eventually to move from the programming aspect of adult education to the field of academic study.

Many years later, I devoted considerable research to a somewhat parallel analysis of the field in Canada. The emphasis in my case was not placed so directly on the literature of the field, but rather on the practical manifestations of emerging professionalism—the provision of training, the institutionalization of the field, the emergence of a sense of professional identity, and the increase in research and publication. Whereas Cotton and others saw the shift to professionalism in the United States as a product of the 1920s and 1930s, I showed that the parallel shift in Canada came mainly in the 1950s.(9)

This tends to reinforce the statement I made earlier to the effect that when I entered the field in 1954, it was in a period of rapid transition. I played a part in some of this, not realizing the full significance of these events at the time. John Friesen was leading the Extension Department of the University towards becoming a more professionalized service. In a matter of days after taking up my duties, I attended the organizational dinner which led to the formation of an organization of adult educators (strictly speaking, a council of agencies, at first). I "staffed" that organization throughout the balance of the Fifties. Beginning in 1956, steps were taken at U.B.C., with leadership coming mainly from the Extension Department, which led to the creation of the first academic degree program in Canada for the study of Adult Education. I had landed, unknowingly, in an agency and among people who were at the cutting edge of profound changes in adult education.

One sign of the times as far as the professionalization and recognition of the field were concerned was the way in which jobs in the field were advertised. When I first joined the Department in the early Fifties, I noticed that when adult education positions were advertised, the statement as to required training usually made no mention of adult education. Experience or training in such fields as administration, social group work, or in the "content" of the program area were frequently mentioned. This is not very surprising when one considers that at the time, very few opportunities for training in adult education were available. As time went by, however, adult education began to appear as at least one of the fields of training which were suitable preparation for work in the field.

One of the most revealing incidents which happened to me with respect to the shift of perceptions about adult education came in the early Sixties, when those involved in the provincial organization representing the field of adult education attempted to establish links with those in vocational education for adults. The landmark federal legislation of 1960 brought about a dramatic expansion in vocational and technical education for adults. As a result, the number of persons involved in that branch of education expanded enormously, and the rest of the field became increasingly aware of the significance of this work. When we set about in the early Sixties to create a new provincial organization of adult educators, we turned to this emerging sector of the field, among others, for recruits. I well remember the wry amusement with which some of the leading vocational educators greeted these initiatives. They saw, of course, that they were in the business of educating adults, but because of the association in their minds between "adult education", as they understood it, and social and cultural development, they were somewhat bemused by our efforts to bring them into that fold. In fact, viewing the matter from 30 plus years later, I would have to say that the linkage between that large sector of the field and the more traditional adult education sector has never been established or consolidated.

When I entered the field of adult education, I knew nothing about any of the foregoing. I simply felt fortunate to get a position at the University, liked what little I had been able to learn in advance about the nature of the work, and welcomed getting into a field with a high degree of "human relations" involved in it, unlike the rather strange atmosphere in which I had worked in Ottawa. I had joined a field that was in the process of rapid transformation and by good luck, rather than good management, I was extremely well placed to play an active part in some of those developments.

Adult education, as an activity in our society, has grown enormously in the period since I became involved with it. Statistics Canada has provided evidence that whereas in 1960, one adult Canadian in 25 registered in some form of adult education each year, by the mid-eighties, the figure had become one in every five. (10) Place these figures alongside the overall growth of the Canadian population in that period and this provides some idea of the enormous growth of the field in the last few decades. That growth in the size of the field and the increased recognition of the importance of adult learning in all its various forms have constituted a heartening background to a lifetime spent in adult education.

3

Programmer, Administrator & Citizen:

1954-1965

Every minute now
Should be the father of some stratagem.

...and do arm myself
To welcome the condition of the time.

William Shakespeare
"Henry IV", Part 2.

I wish in this chapter to say something about the decade during which I was a programmer and administrator in the Extension Department, from 1954 until I left the Department (as it turned out, temporarily) in 1965. For me, this was a period of incredibly hard work, through which I was buoyed up by the excitement of what was happening to me—in the field as a whole (as I knew it) and in the program areas for which I was responsible. It was a very happy time and also one which I fear placed undue burdens on Mary, who had to pick up many responsibilities at home which we might have shared more equally, had I not been working such long hours and travelling so much. On top of my job, which involved working many evenings and weekends, I undertook a great deal of community work in voluntary organizations, much of which was connected in one way or another with my job. On several occasions during this decade, Mary and I had to call a halt to the mad pace at which my life was moving and decide how to cut back in order to restore some balance among work, family responsibilities and recreation.

I was extremely fortunate in the opportunities which came my way during this period. As I have indicated, the first break came before I even joined the

staff, when instead of becoming the University information officer, as I had originally been hired to do, another opening appeared and it was decided I was better suited to the other position. As John Friesen said in a letter to me while I was still in Ottawa, my "background" equipped me better to do the second job. That would not be difficult in that I cannot think of any way in which I was equipped to do the first one. This change was good fortune from two points of view. First, I was not particularly interested in the public information job, though I accepted it as a way of getting back to Vancouver, and getting a foot in the door at the University. Secondly, and most important, the extension programming job placed me well for what happened soon after I arrived.

About two weeks after I began work at U.B.C., John Haar, the Assistant Director of the Department, resigned to take another position. He had been sharing general administrative duties with John Friesen, as well as looking after Extension credit courses and non-credit Summer Session activities.. The question was, who was going to be appointed to take his place.. Most of the existing professional staff had specialized program areas, ones for which they had special training. This was true of the people responsible for agricultural extension, child development, family life and human relations, home economics, theatre, audio visual services and other areas. I, on the other hand, had a more general liberal arts background and as well, was initially in charge of program areas which had a substantial element of general administration involved in them—the non-credit evening classes and conference administration, particularly.

All this was a long way from my mind at the time, however. I worked away during my initial weeks on the job, pre-occupied in the main with simply coping. Perhaps because my predecessor was in the process of leaving during the summer, the evening class program for the fall was in a very "fluid" state when I arrived in September. The page proofs for the fall calendar had not even come back from the printer when I took up the program responsibilities, and I knew next to nothing about how the whole system worked. I can remember my secretary and I at times, when hearing of the latest thing that had "gone wrong" for one reason or another, simply sitting down, looking at each other, and bursting into laughter. We knew we were going to have to fix it, but often had no idea initially what to do about it. We just plunged in, did what we could, got on with it, and wondered when the next "disaster" would strike. The most immediate challenge was the non-credit evening class program, which in those days was held mostly at the old Normal School building on 12th Avenue, near Cambie. It was by this time an old, unsatisfactory building, which as I recall was available to the University more or less free of charge. But it was a horror in which to run a program. Although the calendar of courses was not back from the printer when I arrived in early September, some of the courses were scheduled to begin later in that same month. I grad-

ually discovered that some of the arrangements which were announced in the calendar were not, in fact, made. These and other immediate challenges occupied most of my time on the job for those early weeks.

My response to my program duties and the various other things which came up in that period must have seemed satisfactory to John Friesen, because some six weeks or so after I arrived, he came into my office one day and said he thought I had better move into the empty office which had been vacated a month or so previously by the departing Assistant Director. I remember to this day that he was not particularly clear initially about his real intention. Was I simply to move into the larger, more satisfactory office space, or was he telling me I was to be appointed Assistant Director? It soon became clear that it was the latter, and as of November 1st, two months after I had arrived, I was appointed Assistant Director of the Extension Department. This is the circumstance I referred to earlier when I indicated that the change in the position I filled initially in the Department was so important. The work that I did for the first few weeks was closely related to the Director's Office and involved a very close working relationship with him personally. If I had been doing the information office/publicity job, I would have worked mainly with the general administration of the university and would not have had the same opportunity to win John Friesen's confidence. It was an unbelievable stroke of good fortune to be appointed Assistant Director of one of the best and largest Extension Departments in the country only a matter of weeks after arriving on the job.

I retained the title of Assistant Director of the Department for five years, at which time I was appointed Associate Director. The latter promotion was simply an encouragement and an attempt to provide me with some sense of career development. Throughout the whole decade I maintained a heavy load of programming as well, mixing that with general administration.

The initial effect of being promoted to the post of Assistant Director was mainly to approximately double my responsibilities on the job. In addition to the ones I already had—the non-credit evening classes, the university lectures bureau, conference arrangements and programming in the field of public or "citizenship" affairs—I inherited from my departed colleague the administration of the evening and correspondence credit courses and the non-credit summer activities, including the Summer School of the Arts. He had also been responsible for the day-to-day supervision of the Department's financial affairs, but John Friesen assumed most of that under the new arrangements.

The program and the clientele of the Department grew very rapidly in the decade I was there—as adult education did generally in our society—and as time went on, additional staff were employed and many of the program

responsibilities which I took on initially were taken over by others. For instance, the non-credit evening class program grew from 72 courses (with 2,289 registrants) in 1954-55, to 197 courses (with 5,882 registrants) in 1964-65. Extension credit courses also doubled in enrollment during the period. I remember calculating at some point later on that the responsibilities I had in those first few months were by that time, in their expanded state, being looked after by six members of the professional staff. I retained responsibility for a portion of the general administration, programming in the field of public (including international) affairs, the evening and correspondence degree credit courses, and general supervision of the non-credit Summer Session activities. (Each major section of the latter had its own director; my task was only general administration and budget responsibility).

I get tired just reading about my life in those ten years! As I review my memories and my notes from the period, I wonder how it all got done and where all the energy came from. It may be accurate to conclude that it came from youth and enthusiasm. I had found work which was thoroughly congenial and which challenged and interested me at every turn. There was excitement for me in every part of the work, arising from the things I was learning, and satisfaction on every hand, as I was faced with new challenges and met them in a way which I felt was satisfactory, at least on most occasions. Upon reflection I would say that for the first time in my life I was in a position to use a good number of the talents I possessed, had enormous freedom of action, and had wonderful leaders and role models from whom to learn.

My "boss", John Friesen, believed with deep conviction in the importance of helping his staff members to grow. As I look back on it, I see it to have been a combination of inspiration and practical assistance which he used as instruments to that end. He had a colorful way of speaking, which ran to poetry at times. He was very broadly educated—much more so than I—spoke German and some Spanish. He was broadly educated in the arts, having studied and taught music. He also had a very keen sense of "public relations", having been directly involved in that area for the Manitoba Wheat Pool before he came to U.B.C.. And he had an avid interest in public and international affairs. I shared the latter with him, but on many other fronts—the arts, philosophy and aspects of public relations, including associating socially with many of the "right people"—he demonstrated dimensions of life which were largely new to me. In some of these areas I learned, or began to do so, and in others I very much left it to John.

I learned enormously from John Friesen in what might be termed my philosophy towards adult education, although that is probably too grand a word for my emerging notions in that area. John had a humanistic view of the field as it related to the learning of individual adults. I never discussed the matter in

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great depth with him, but I think he shared many of the ideas of Abraham Maslow and Carl Rogers in his view of individual development. He also was firmly grounded in a "community" view of education. His many years in the co-operative and credit union movements and his professional work in promoting community and social development in his native Manitoba had both been an expression of, and had helped to develop his "social gospel" views. At this distance in time, it is difficult for me to recall just where I stood on these issues before I went to work with John. I think I shared his humanistic and social gospel views—or was disposed in those directions. But working with John taught me many things: it showed me how such ideas could be applied in this new field of work; he helped me realize the roots of such ideas historically in adult education; and he demonstrated in his own life how such ideas—and ideals—could be worked out and given scope in the life of a mature professional person. Learning about these profound matters on a day to day basis on the job was among the things which sustained and energized me in this decade of intense activity.

John was an inspiring, stimulating person to work with, and for. But his promotion of my development went much beyond this kind of personal interest and inspiration. He was extremely generous in making it possible for me to take on growing responsibilities of a professional kind. He appeared to have a policy of holding back from taking office in professional bodies himself—he had done much of that in his earlier years—but he encouraged his colleagues to accept any such opportunities which came along. In my case, he supported me in giving time and energy to a number of organizations—professional and public service/voluntary associations—from which I learned greatly and received many benefits. He was very generous in making funds and time available to enable me to do these things.

I was fortunate too from the point of view of the extremely talented colleagues with whom I worked in Extension. I have remained lifelong friends with a number of these people and both during the Extension years and since have been enriched by my associations with them. The persons I think of particularly in this connection include Alan Thomas, Bert Curtis, Jindra Kulich, Jack Blaney, Knute Buttedahl and Marjorie Smith. I will have more to say about all of these people in the pages that follow.

Managing a non-credit evening class program of considerable size is a demanding affair. It calls for all the dimensions of the adult education programmer—analysis of community needs and interests, judgments based on these and other factors as to what programs to offer, publicity of a general and specialised kinds, all the administrative aspects of getting and keeping a program on the road: space booking, securing the services of teachers and other resource people, registration and records, budgetting, making decisions about

which courses were large enough to "go" and which were not, all sorts of trouble shooting as required, (including deciding on snowy afternoons whether to cancel classes for the evening), and reporting on the month's and the year's activities. I fully realize on the basis of subsequent study that as a programmer, I had other responsibilities as well, such as the evaluation of programs, but such things were far from my thoughts at the time, except when I was forced to consider them because of student complaints. I organized most of the courses which were operated under the evening class program, but some of my other professional colleagues, although most of their programming took the form of short courses and other off-site activities, also created courses which were administered as part of the evening class program and were advertised in the general promotional brochure.

In those early years, we generally operated on the basis of each programmer having a secretary or administrative assistant. In my case, I was blessed throughout my time in Extension with wonderful associates, and many of the details involved in the litany of tasks just mentioned were looked after by these people. In the case of the non-credit evening class program, which involved seemingly endless detail, I was responsible for it for only most of the first year. One of the secretaries, Alice Lindenberger (who as a secretary was not employing anything like her full potential) came forward a few months after I arrived and told John Friesen that she could do the evening class job, if he would entrust it to her. John, knowing I was vastly overcommitted (and perhaps knowing she could do the job better than I could!), gave her the job—much to my relief. My recollection is that I really left no stamp on the evening class program. In my only year in charge of it, I managed a program which was in the main already arranged by my predecessor. By the second year, mercifully, it was in someone else's hands. I say "mercifully", not because running that program was in any way unpleasant; it was just that it was an onerous load, with all the detailed administration required, over and above the other things I was doing.

Looking after the conference office function for the University was not particularly inspirational and involved a lot of out-of-hours work, but it did bring me into contact with many interesting people from community organizations. It involved acting as an "arranger" for community or other organizations which wished to use the facilities of the University for holding their conferences or meetings. Groups which just wished to book a room for a function tended to go directly to the booking clerk, often through an interested faculty member. The groups I worked with were ones which wished to hold a conference or series of meetings extending over several days, and frequently involving the use of University housing facilities as well as meeting rooms. I would sit down with the planning committee or local representatives of the organization and act as a general advisor and booking agent. Having ascertained their

wishes or needs, I would then liaise with the various campus offices which were involved such as Food Services, the Housing Office, Physical Plant, the Traffic Office, the bookings clerk, audio-visual services, etc. Getting it all sorted out was frequently a lot of work, and things didn't stay put. As the organization's plans developed further and as the time of their meeting approached, there were frequently changes involved. One set of duties, such as the above, involved work before the meeting began and the group arrived. A whole new set of concerns set in when the group actually arrived. This involved a lot of trouble shooting, coping with emergencies and requirements which were not anticipated, and the like. I spent many a weekend and evening hour driving around the campus banging directional signs into the lawn on strategic corners for the guidance of arriving delegates, and standing in the background during registration periods and at the beginning of meetings, in case things needed fixing in some way. As I said, this did bring me into contact with interesting people from many kinds of organizations—from the Parent-Teacher Federation to the Canadian Federation of Labour to the Water and Waste Management School. I saw it as part of what a public university owed to its community, and tried to do the job well, but it was not particularly "creative" from an adult education point of view, and involved untold hours of time on weekends and other out-of-work hours. Again, I was not unhappy when after I had done the job for 5 or 6 years, it was taken over as a major responsibility of an additional staff member.

I also looked after the University's lecture bureau for a time. Extension at U.B.C. had begun as a lectures bureau back in 1918, and a greatly expanded lectures program which was carried out in the year 1935-36 was the forerunner of the establishment of the Extension Department. By the time I joined the staff in 1954, the function was seen as a responsibility we carried out, but not one there was great enthusiasm for. The Department had moved on to being a "programming" arm of the University in adult education, and the lectures bureau was seen as a "service" activity to the community, and respected as such, but not one which was very highly regarded from the point of view of its educational impact. Nevertheless, it came with the territory, and there were aspects of the job which were more interesting than others. The basic process was to canvass the faculty and see who was willing to speak to community groups, and on what topics. A list was then prepared and sent out to all and sundry. Community groups would contact us for one or several speakers, sometimes knowing when they called just what speakers they wished to have, and in other cases, just "fishing", wanting advice—"Is he interesting?", "Can he stay within our 17 minute time limit?", "Can she speak loudly enough for some of our deaf members?", etc. At this stage in the development of the lectures bureau, the University could cover some travel expenses, but it was understood that the faculty gave their services free of charge. There were some "stars", of course, who were much in demand, a number of whom

would tell me that they would do 2, or 5 lectures in the year to such groups and they counted on me to choose the most useful or strategic groups for them to address—and not to overload them. I suppose in some cases they saw doing some of this as a duty they owed the institution (or the "taxpayer") and they were willing to do their share. The University was extremely well served by some of these men and women, as was the community.

There were two special dimensions of the lectures bureau which were of particular interest. The first consisted of series of lectures which were arranged annually in co-operation with other organizations. The longest running of these was the Victoria Extension Association, an activity of Victoria College, as it then was. It was really their program, and they recruited speakers from various places, but each year they approached us for ideas as to topics and speakers (faculty and others). I always saw it as an interesting challenge to come up with some "irresistible" ideas for them. The military base at Chilliwack was another organization which offered an annual series of speakers for the officer group (as I recall) and I worked out a series in consultation with a local representative. The Current Affairs Bureau of the Pacific Command of the military also conducted an annual two day seminar, the Tri-Services Institute, on international affairs, on which I worked with the responsible officer. The Extension Department also had a close association with the "Vancouver Institute", a long-standing town and gown Saturday night lecture organization which had been in continuous existence since 1918. Our lectures bureau usually made suggestions to their program committee about speakers, but they were a separate organization and made their own decisions. Extension also handled their publicity, looked after registrations and sold memberships at the meetings.

The second part of the lectures bureau which was interesting did not happen every year, as I recall, but in most years. It consisted of setting up tours by teams of two faculty members to visit high schools in various parts of the province and provide information about prospective careers and what was available in the way of study opportunities at U.B.C. Each May, or early June, we would send several teams out to different regions. In each case they would cover perhaps two schools a day, spending a five day week, for instance, doing a whirlwind tour of centres in the Okanagan, the West and East Kootenays, the Northern line, the Lower Fraser Valley, etc. It was a lot of work putting all this together, and I did it for several years.

From the very beginning of my work in Extension, and throughout my years there, I was responsible for the programming area which was initially described in my job title as "citizenship affairs", and which I increasingly came to call "public affairs". This was one of the parts of my job for which I had great enthusiasm. In those days, I was a relatively close student of interna-

tional relations, and also tried to keep informed about public affairs in general. I did a lot of speaking about international relations in those years, and was active in several organizations which focussed on these matters. So this was a program area to which I brought some personal knowledge, and was one for which I had a lot of personal conviction. Programming in this area (as in many others) took many forms. I regularly arranged for series of lectures on public affairs topics within the evening class program. A considerable portion of the lectures bureau activity was on topics in this area. I established the practice of working with some interested organization in several communities in the Province (Campbell River, Vernon, Penticton, Alberni, etc.), arranging an annual event of some kind, usually a weekend (Friday evening and Saturday) conference or seminar on a current issue in national or international affairs. For the first several years of my work in Extension, I served as Provincial Secretary of the national program, Citizens Forum, organizing listening/discussion groups at the beginning of the program year, receiving reports from the groups after each week's broadcasts and meetings, and going on the C.B.C. each week for the final five minutes of the broadcast reporting back to B.C. groups on the results of the previous weeks' group discussions. Citizens Forum was a joint project of the C.B.C. and the Canadian Association for Adult Education and was in its final years of activity when I was working on it. At the end, there was a conversion to television, which brought changes which may have increased the listening audience, but which largely destroyed the program from the point of view of listening groups. I subsequently wondered whether I had personally done the program in, but took comfort in the fact that because it was national in scope, my role had not been a determining one. As I recall, I managed to get the number of listening groups up to 22 or so in B.C., but this was only a marginal improvement over the situation when I took over. I have in my correspondence a note indicating that I was one of the voices at national meetings of those involved in Citizens Forum who were recommending the termination of the listening group structure, given the changes in the program which had taken place as a result of the conversion to television. I also chaired for several years an annual residential one-week seminar on U.N. affairs for high school students.

In the late Fifties, the President and Board of Governors of the University were prevailed upon by John Friesen and others to provide a special subsidy to the Extension Department for two aspects of its summer session activities. The first, and most prominent, was the Summer School of the Arts. The subsidy was for the purpose of allowing those involved in the summer arts programs (drama, music and opera, pottery, sculpture, etc.) to take a more ambitious approach to programming, the hiring of top flight instructors, and the level of performance as the end product. Linked with this proposal was that of a subsidy for more ambitious programming in the field of public affairs during the summer session period. And so for several years in the late Fifties and

early Sixties, I was able to stage a one week "seminar" on some significant aspect of international affairs. The first several topics of these seminars, which began in the summer of 1957, were Japan, India, Africa South of the Sahara, Malaysia (which then included Singapore) and Canadian-American Relations. The first of these, the one on Japan, was accorded warm editorial support by the Vancouver Sun on June 4, 1957, which encouraged us. We held these seminars at International House on the campus, usually, and were successful in attracting some excellent resource people. It usually was a blend of scholars of international stature, diplomats from the country or area being studied (their ambassador to Canada or the U.N., most frequently), in some cases a resource person from Canadian External Affairs, and expert faculty from U.B.C. These events were usually planned in association with interested faculty on the U.B.C. campus, and co-sponsored with the United Nations Association in Canada and in some years, with the Men's and Women's branches of the Canadian Institute on International Affairs. We did not attract a large number of participants to the seminars (often in the range of 30 to 50 fee-paying students), but they were frequently the leading persons from a number of organizations in the Province which had an interest in the subject. For several years, I carried the lion's share of the chairing of the meetings, as well as supervising the administrative arrangements. I was mad to do as much as I did in these week-long programs, but again, I was having so much "fun" and learning so much, somehow it all seemed "doable". When other staff members later took over responsibility for these programs, they were much more inclined (sensibly) to get others to chair the sessions, while they concentrated on the administrative tasks.

We were also very active in the general field of citizenship. This was a period, especially in the earlier years of the decade I am discussing, when the federal government, through its Citizenship Branch, often involving as well the Canadian Citizenship Council, was actively promoting the formation of local citizenship councils. These organizations brought together representatives of those bodies which were concerned with the welfare and settlement of new immigrants to Canada, or were doing general citizenship education. I recall that two of us from B.C., the President of the Vancouver Citizenship Council (who happened to be my cousin, Mrs. Ethel Allardice) and I were invited to attend the first ever conference of the citizenship councils in the Prairie Region. It was understood that we would, in turn, organize such a conference for councils in B.C., which was held in 1957. I was the chief organizer of the meeting, in my capacity as program chair of the Vancouver Co-ordinating Council on Citizenship and I wrote the final report of the meeting, for delivery to the government.

There were other, one-time events in the general area of public affairs which were of interest. I prepared for use in our "Living Room Learning" program a

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study-discussion program on "Canada and World Affairs". This came into use in 1959. The following year I took the lead in organizing a conference which was held at the University of Washington on Canadian-American Relations. This was co-sponsored with several organizations on both sides of the border and involved as speakers the best known scholars in this field at the two universities, including my old friend, Fred Soward. I also took the lead in 1961 in carrying out a series of conferences for teachers in several places in the Province on "Teaching about the United Nations". This was done in association with the social studies professional group of the B.C. Teachers' Federation and involved Gerald Savory, who was later to join the Extension staff and take over the public affairs programming area from me. I organized and chaired the first-ever event in the province which gave attention to continuing education for women. It was held in 1965, was carried out in co-operation with the University Women's Club of Vancouver, and was on the subject of the Role of the University in the Continuing Education of Women. My recollection is that the event caused something of a stir in the community, catching the attention of some of the more lively women's organizations.

Because of John Friesen's strong support for work in this field and the encouragement of the President of the University and his Deputy (and through them, the Board of Governors), I had a remarkable opportunity to create and maintain a strong program in the field of public affairs. In a sense, this was "my field", one in which I tried to keep well informed and to play a leading role in community organizations. I was also playing an active part in the United Nations Association, both locally and nationally (I was President of the local Branch in 1960-61 and on the Executive for most of this decade and was national Vice President for some of the period), was a member of the Canadian National Commission for UNESCO for pretty well the entire period, and in 1964, was part of the Canadian Delegation to the General Conference of UNESCO, which was a new experience and took me to Paris for a month. I had also received some recognition from the Canadian Association for Adult Education, which in 1957 awarded me a grant which allowed me to travel to several Western states in the United States to look into outstanding educational projects about public and international affairs, especially those which like the Canadian Citizens Forum, involved the use of the mass media. At some point in this period, I carried out a survey on behalf of the Canadian Association of Directors of Extension and Summer Schools (CADESS) to discover what the universities of the country were doing in the field of adult or continuing education in the field of international affairs. I cannot remember the details, but I do recall that it was reasonable to state that at U.B.C. Extension, we were doing more in this field than all the rest of the universities in Canada put together.

When I think of those years in which I was a programmer and an administrator in the Extension Department as well as a leader in a number of other organizations—community and professional—it is what I was able to do in the field of public affairs programming that seems to me to have been the most significant contribution I was able to make. I had strong support from John Friesen and from those in the president's office which helped to make such things possible, but I believe that my own initiative and ideas were an essential ingredient in making our U.B.C. Extension work in this aspect of adult education the most outstanding work of its kind in the whole country. The one-week seminars on international affairs were I believe the most outstanding achievements in the program, but there were many programs over the years—evening class series, lecture series away from the campus, weekend seminars in various towns in the province, study-discussion programs, and a very considerable amount of public speaking on international affairs on my own part. Certainly in my programming role, I feel that this is where I "made my mark" in Extension. I consider it to have been all the more of an achievement in that I was doing so many other things as well during these years.

The role I played with respect to the Summer School of the Arts was something else again. In this case, other people were the "doers" and my role was as watchdog on the budget and general administration. The Summer School of the Arts was a strong going concern long before I came along. The Summer School of Theatre dated back to the earliest years of the Extension Department, in the late Thirties. John Friesen was knowledgeable about the arts and an enthusiastic supporter of our Extension program in these areas—winter and summer. It is fair to say, perhaps, that he was the staff member closest to the professionals who ran the programs. I was one step behind, keeping track of the business side of things, and was officially appointed as Associate Director of the overall University Summer Session, responsible for the non-credit Extension activities. The summer program included work in the field of theatre, music and opera, painting, sculpture and pottery. We thought that our program was just as good, if not as large, as that of the better known program at Banff. Certainly we attracted top flight people to lead and instruct the various branches of the program. Dorothy Somerset had been the long-time leader of the work in theatre, with Sydney Risk carrying some of the load on off-campus courses. Leading the music and opera side of things was Nicholas Goldschmidt. I had heard many tales about such people being wild enthusiasts, full of ambitious plans, but unrealistic in terms of finance and administration. One of the things I quickly learned was that this just wasn't so. They were enthusiasts and ambitious risk-takers, all right, but they were as concerned as anyone about balancing the budget and were marvellously proficient in doing so. As a result of John Friesen's leadership, with support from the President's Office, the Summer School of the Arts went on from strength to strength during this period. What made a lot of this possible

was a special subsidy of $10,000 a year for the summer program which the Board of Governors made available, beginning in 1955. It was no accident that in that same year, the Opera School for the first time staged a performance of a full opera as the culmination of the summer program. U.B.C.'s program in the various fields of the Arts was an outstanding one and received quite a lot of attention and praise from knowledgeable educators. A number of the key actors in the launching of the Vancouver International Festival of the Arts, which was launched in the late Fifties, were from U.B.C., both policy people, such as Geoffrey Andrew and John Friesen, and artists, most notably Nicholas Goldschmidt. I do not feel I made any significant contribution in this area, but my involvement was important to me because it brought me in touch with an aspect of life—the arts—about which I knew very little (except perhaps the field of theatre). It was one of many aspects of my work in Extension which contributed greatly to my own education. As I have said earlier, one of the things which kept me going during this decade of incredibly hard work on the staff of the Extension Department was the fact that I was learning so much and was excited about what was happening to me.

With the departure of John Haar, the previous Assistant Director, shortly after I arrived, I inherited responsibility for the administration of the University's extension credit courses, both evening lecture courses and correspondence courses. This was a distinctively different program area from the others I looked after in that because of its nature (having to do with formal credentials), all significant decisions of a policy nature, including approval of every course which was to be offered, had to be made by the academic Departments concerned and confirmed by the faculty in question and by the University Senate. In the case of the evening lecture courses, this meant that well in advance of each new academic year or term, I had to liaise with each academic Department involved and with the individual faculty members who were going to teach, get the list assembled of courses to be offered and approved by the Department (or at least the Head) and then get the accumulated list approved at the Faculty and Senate levels. On the other side of things, I had to provide for the President's Office a list of all the instructors (almost all of whom were faculty members) who needed to be appointed as extra-sessional instructors (for which they received extra remuneration). There were not enormous numbers of courses and people involved because although U.B.C. was one of the leading universities in North America with respect to its non-credit Extension offerings, it lagged far behind many other institutions in the area of degree credit Extension work. Each year's program of offerings was a largely "accidental" collection of courses, resulting mainly from who among the faculty happened to be willing to teach that year (some would say, who happened to need the extra funds). The result was that the program was not very large and prospective students had no guarantee that if they took a certain course this year, the one that followed on from it would be

available next year. We had some hundreds of Extension credit students who took these courses each year, however—1,542 in 1963-64, for instance.

By and large, the extra-sessional credit courses had to "break even", in the sense that fees paid for courses by the students (which went directly into the central revenues of the University) had to cover the honoraria to be paid to instructors. Not every individual course had to pay its way, but the overall program had to do so. I well recall being on hand during the evening in the halls of the building where we held most of the credit courses, usually for the first two weeks of term, looking in windows and often going into the classrooms and talking to the instructors, to check up on how many students he or she had. Some courses were so small, I had to cancel them there and then. In other cases, there were clearly adequate numbers and I could tell the group that they could go ahead. For borderline cases, I would often return for the second class meeting and see whether anything had changed. Because some classes had lots of students, we could "carry" some which didn't quite make it. For a beginning staff member, with little experience in the business (or with campus politics), I felt very much on the spot the first couple of times around on making decisions as to which courses could be allowed to "go".

As a result of administering the evening credit courses I met a lot of individual faculty members, which was helpful in various ways in other parts of my work. I also gained some experience working with the administrative machinery of the University. It was as well educational from the point of view of attitudes within academic circles towards Extension and Extension students. For instance, there were a few faculty members who tended to teach quite a lot in the evening program. Perhaps they liked the work and the type of student they got in the evening; perhaps they needed the money. I tended to take the position that it was up to the individual person to decide whether or how much of this work to do. But some Department Heads would contact me at times and tell me not to approach certain people about evening teaching—usually on the grounds that the individuals were not getting on with their research and publication (thus endangering their prospects for promotion or tenure) and that taking on evening teaching was "preventing" them from doing this other work. I did not feel that Department Heads had the right to make such a decision for people. Also, however, and most of all, what became clear to me was how low a priority in the minds of perhaps most University faculty was attached to University Extension work. Extension degree credit courses were "bad enough"; non-credit work was simply beyond the pale. This was not a universally held attitude, of course, but working on the Extension credit program took me more into the inner sanctum of the academic community than non-credit work did, and it was a real—and sobering—education about academic attitudes towards Extension work. I was better prepared than some, therefore, for the blows and setbacks which were to come in

Extension work as the centre of power within the Univesity tended to shift in subsequent years from the President's Office and the Board of Governors to the academic community, as represented by the Senate.

I have little recollection of my role in connection with the credit courses which were offered by correspondence instruction, but I was responsible for this work for several years. As with other credit courses, ours was a management/administrative role, with all academic decisions being made by the Faculties and the Senate. We had only 14 courses available by this means by the end of the period under discussion. We adminstered the program under the general guidance of a committee made up of faculty and administrators. The assumption was that a student should not be allowed to take correspondence credit courses until he or she had already attended University in person, so none of the First Year courses was presented by these means. Our role was to run the program: send courses out to students, receive their assignments and pass them along to the designated marker, keep records on the students' progress, arrange for examinations to be set, supervised and marked, etc. We also worked with the authors of new courses, and those who were revising courses, giving guidance concerning how the courses needed to be structured in order to fit in with the administrative systems in place. We managed the budget, paid the authors and revisers of courses, paid markers and exam invigilators throughout the province, etc. There were only a few hundred students per year in these courses—1,214 in 1964-65, for instance—but there was quite a lot of detail involved in looking after them.

It was useful for me, and I think for the Department as a whole, that I was in charge of both types of Extension credit courses. It meant that for the academic Departments there was one person they could call in dealing with any Extension credit course activity. As with the evening lecture courses, working on the correspondence courses gave me opportunities to meet and work with quite a number of faculty members and key administrators. But as in the case of the lecture courses, the offerings were quite limited and the University was very conservative in its approach to such work. In the case of the evening credit lecture courses, I can remember making efforts to get at least some academic Departments to think in terms of offering sequences of courses from one year to the next, and announcing their offerings in a two or three year sequence, but I have no recollection of making much progress on this in the case of the correspondence course offerings. Perhaps I could have done more. I was to have another crack at it, as things turned out.

During this decade in which I began my career in adult education, I was also active in some voluntary associations. My involvement in the work of what might be termed professional organizations, which was also considerable in this period, will be covered in a later chapter. Suffice it to say at this point that such involvement was extensive, and took up a great deal of time.

As I review my work with other voluntary organizations, it strikes me that some of it had a close connection with my role as a public affairs programmer. These would include the United Nations Association in Canada, the Canadian Institute on International Affairs, the Canadian National Commission for UNESCO and the Vancouver Co-ordinating Council on Citizenship. I was interested in these areas anyway, as a person or citizen. But it was also true that if I was to be active in programming about public and international affairs issues, it was important to be in touch with community organizations which had a particular interest in these matters. Not only would I learn through these associations what topics were most on the minds of such people, but they would also get to know me, and perhaps be more likely, as a result, to respond to programs which I organized. The extension worker is sometimes described as having one foot in the university and one foot in the community, so that he or she has a sense of what the community is interested in and on the other hand has some knowledge of the resources present in the university which can be brought to bear on those issues. This analysis comes to mind when thinking of the fact that I gave a great deal of time and energy during this period to several organizations which were closely related to my programming responsibilities, especially those areas—public affairs and citizenship matters—for which I had the most enthusiasm.

As I look at my records, I am struck by the extent of the commitment I made during this period to the United Nations Association in Canada, at both the local and national levels. I don't remember what got me started, exactly, although Professor Harry Warren, who was President of the Vancouver Branch when I got involved, may have had something to do with it. I filled various positions, and was a Vice President for two years, beginning in 1956 and President beginning in 1958, as I recall, for four years. As well, I chaired the week-long resiential seminar for high school students for four years, from 1955 to 1958, sharing over-all responsiblity with Winnifred Stephens, the Executive Secretary of the Branch, and Mary Murray, a super volunteer in Branch affairs. I also did everything I could in my duties as public affairs programmer in University Extension to bring the Association in as a co-sponsor for relevant programs, including a number of the weekend conferences on U.N. affairs that I organized in communities around the province. We also involved a number of leading figures in the local Branch in some national activities, such as the UNESCO Committee, which was based in Vancouver.

For the first half of the Sixties, roughly, I was also a Vice President of the National U.N.A. For a few years, I represented the Association on the Canadian National Commission for UNESCO. Arising out of this, I was instrumental in establishing a Standing UNESCO Committee of the U.N. Association. This committee was based in Vancouver and held its first meeting in July of 1961. It was extremely active for the following several years (until 1965, it appears), and I put a great deal of time into it. We published a "Branch Bulletin" beginning early in 1962 which attempted to keep UNESCO and its activities before the membership of the Association across the country. The seminars for teachers which several of us offered in a number of B.C. communities on "Teaching about the United Nations", which I have already mentioned, were done under the committee's sponsorship. It is likely that my membership in the UNESCO Commission and my work within the U.N.A. on behalf of UNESCO were the things which led to my being named to the Canadian Delegation to the UNESCO General Conference in Paris in late 1964.

I was also involved for several years as a member of the executive of the Men's Branch of the Canadian Institute on International Affairs (CIIA). I was not as enthusiastic about the CIIA as about the UNA because the former was a more elitist organization, made up largely of professors, some senior business people and those who had some professional interest in international affairs. They were overwhelmingly concerned with advancing their own knowledge of these matters, and not so much with the education of the general public. I had enlisted the co-sponsorship of the CIIA, however, in some of my programming activity and felt some sense of common cause with them. As I recall, what got me actively involved with the local men's branch was an invitation from the Hon. Howard Greene, who had until shortly before been the Secretary of State for External Affairs in the Diefenbaker government. I was a member of their executive for only a couple of years, I think, and was not very active.

The other sort of strand or theme of my voluntary activity was in the field of social work and family services. I forget how it came about, but I became a member of the Board of the Family Service Agency of Greater Vancouver in 1959 and remained on the Board for six years, serving as President in 1963-64. I had forgotten about it entirely, but Deryck Thompson, in his history of the Social Planning and Review Council of B.C. (SPARC) (1), states that the idea for the agency arose out of a casual luncheon conversation that he, Ernie Hill (Director of the Social Planning Council of Vancouver) and I had in 1961, while I was involved in Community Chest activities. I also have in my notes references to my involvement in the mid-Sixties as chair of the Agency Review Committee of the Community Chest. Although it takes me into a slightly later period, I should perhaps mention here that my involvement in family related matters continued beyond this point. In 1965 I was invited to be

a founding member of the Vanier Institute on the Family, an organization which the Governor-General and his wife sponsored. Mary and I attended the Founding Conference in Ottawa in 1965 and I remained a member until 1973, serving as a member of the Family Life Education Committee of the Institute for the early years of the Seventies.

I mentioned earlier in this account that the Extension Department had a close working relationship with the Vancouver Institute, the "town and gown" organization which arranged Saturday night lectures on the campus, and had done so since 1918. Perhaps because of my role in the University lectures bureau, I became a member of the Board of that organization at some point in the latter part of the Fifties. I was the one in Extension who worked most closely with the organization at that point, and I suppose was put on the Board to facilitate the liaison. I served as the President of the Institute for the year 1959-60. The Board was made up of senior University people and blue ribbon people from the community. I remember feeling a bit put out when I was dropped from the Board right away after my term was over. Rightly or wrongly, I felt at the time that I was seen to be O.K. as long as I was willing to carry the work of the Presidency, but not high enough status for a longer term on the Board when my term was over. The Vancouver Institute has had its ups and downs over the decades, and it was somewhat down during my term.

I also had connections with a few other groups. In my citizenship education work I had a number of contacts with the national organization, the Canadian Citizenship Council, which was concerned with general citizenship matters and with services to recent immigrants. I was a member of the Board of that organization for several years in the late Fifties and early Sixties. I also served for several years on the Board of the Vancouver Co-ordinating Council on Citizenship. I was chair of their Program Committee for at least two years. I had minimal contacts with the Canadian Film Institute, but I served on its Board for several years, beginning in 1964. Finally, in this group of more fleeting, or less demanding commitments, I should mention the Indian Advisory Committee of the Province of B.C. This was back in the days when such activities were done "for" the Native people, with the best intentions in the world. I never knew how or why this came about, but out of the blue, I got a phone call during 1962 from someone in government (likely from the Provincial Secretary's office) asking me to take on the Chairmanship of this Advisory Committee. It was new territory for me, but sounded interesting, so I agreed. I was subsequently duly appointed, by Order-in-Council, as I recall. I served for a year, on paper, but the only meeting that was held during that time came when I was sick in bed and could not attend. I guess this was just at the time when Native people began to take over a more direct role in their relationships with government, and no more was ever heard of the Advisory Committee. I would be glad to "take credit" for its demise, but as far as I know, my actions had nothing to do with it.

There are several other areas to which I should refer in this discussion of my decade on the staff of the Extension Department from 1954 to 1964.

I also did a certain amount of writing during these years. A major task, in a category by itself, was the completion of my Masters thesis, which I "finally" got done in 1963. I had completed all the course work for my Masters degree in the two years 1949-51. And in the following year, when I worked at the University as assistant to Fred Soward, I made a start on a thesis. Fred Soward suggested that I do a study of an organization called The Round Table, which I discovered was an organization which was begun by Lord Milner and his "kindergarten" (group of young men who worked with Milner during his years as Governor-General of the Union of South Africa) and was devoted to maintaining close ties among the older British Commonwealth countries. They were associated with the idea of creating a Commonwealth Parliament, and perhaps resisting, rather than promoting, the development of Dominion status and independence on the part of the Commonwealth countries. They published a journal, called The Round Table, which was to be one of the chief sources on which I would rely in carrying out my research. I discovered also that throughout the Commonwealth there were "Round Table" study groups—or had been at an earlier time, at the height of the movement. I did quite a lot of work on this subject during the year I worked for Soward, but when I moved to Ottawa to work, I put it all aside. By the time I returned to Vancouver and the University more than two years later, I had learned that someone had published a book on the subject on which I had intended to write.

It became clear to me in the mid-Fifties just how difficult it was going to be to find the time and energy to complete my thesis. But I knew it had to be done, especially if I was going to have a career in university work. Whether I would go on and do a Doctorate later on was left in abeyance, but I knew I had to get my Masters degree at the very least. It seemed to me that if I was somehow going to get the thesis done, it would have to be on a subject connected with my work. It was going to be difficult to complete a thesis at all, but if it was something connected with work, I might be able to move it along in bits and pieces if it related somehow to what I was doing on a regular basis. I forget who suggested it, or whether I came up with the idea, but the idea arose of doing a history of Extension work at U.B.C. This was of real interest to me, seemed to be an "investment" in what I increasingly saw as my chosen profession, and seemed to be something closely enough related to my work to perhaps be "doable".

Fred Soward agreed, and as it turned out, he had himself done some work on

the history of U.B.C. at some stage, and was therefore willing to supervise my work on the thesis. As I recall, he asked me first to write a "proposal", which included a survey of the sources of information I would use in writing the thesis. This having been accomplished to his satisfaction, I was "off and running". Except "off and running" is hardly a satisfactory description of what happened. I think it was about 1955 or the following year when I got the go-ahead on this new topic, and I didn't complete my degree until 1963. In those days, there was no fixed time limit for completing a degree program. I think this was introduced in about 1958, and from that point on, I had five years in which to complete. As it turned out, I finished up just in time to meet that deadline. I found that unless I took blocks of time—out of my holidays, or somehow—I just couldn't get on with it. If I had evenings free, or parts of weekends, I was at a low ebb in terms of energy, my job being so demanding. And I also owed it to Mary and the family (three children by now) to spend time with them. Thirdly, with only an evening or part of a weekend to work on it, it took me that long to find out where I was last time I had done some research, and I got nowhere. I finally completed partly because I knew it had to be done, but also because of the encouragement and assistance of John Friesen. At several points along the way, John would see that I was going to take some of my holidays to work on the thesis and on several occasions he said that if I took that amount of my own time (from my holidays), he would allow me to take an equivalent amount of time off my work. In the end, the thing got done.(2)

The research turned out to be most interesting and varied. I was looking at the history of adult education or Extension work carried out at U.B.C. since its establishment, as McGill College (an extension of McGill University in Montreal) in 1908 and as U.B.C. in 1915. Quite a lot of Extension work was carried out in the early years, but an Extension Department was not created until 1936. In the end, I decided to carry the story forward until 1955, which was about when I came on the scene. There were quite a few people around who were important to the story, including previous University Presidents, strategically placed Deans, faculty who had played significant roles, and of course the previous Directors of the Extension Department, Robert England (living in retirement in Victoria) and Gordon Shrum (by this time, Co-Chairman of B.C. Hydro). Records of particular interest were minutes of Senate and Board of Governors, the President's Office files, files of the Faculty of Agriculture (which played a key role in the early years) and files of the Extension Department, many of which had been stored in the basement of Brock Hall and had suffered water damage there. It was a very interesting job to do, and enriched my understanding of the work I was engaged in. I learned a lot about historical research and about writing in the process. I well remember the day I went to see Fred Soward after he had had a chance to read my precious (and finally) completed draft of the thesis. He said it was interesting

stuff, but that my account was much too drawn out in places and I should go away and cut it down by about half its length! This was a blow, but at least the research was complete and I could make the changes by working only on the completed manuscript. I remember too the day of my oral exam. The session seemed to go reasonably well. I knew all the committee members, to varying degrees, as colleagues by that time. After we completed our discussion, I was asked to wait out in the next office while they discussed it. I could not help overhearing some of the discussion. I would judge that someone said to Soward that the thesis was too long, or too rambling in places. Fred said in response, "You should have seen it when I first got it!". At any rate, a few minutes later they called me back in and told me I had passed and was getting a first class mark on the thesis. Thus ended my Masters degree which I had started in 1949—fourteen years earlier!

I did other writing during these years. I wrote several articles for organizational newsletters and magazines, some of them of considerable length—on citizenship-related matters mostly. I had several articles published in *Food For Thought*, the journal of the Canadian Association for Adult Education, some arising from my roles in the provincial and national professional organizations, and some about public affairs education.(3) I carried out, as previously mentioned, a survey of university extension activities in education about international affairs and produced a final report on the project. As I mentioned earlier, I also produced a study-discussion program on "Canada and World Affairs" in 1958.(4) It was some 200 pages in length, some of which I wrote and some consisting of material I found elsewhere and got permission to reprint. A couple of articles were published as "spin-offs" from my thesis, my first article in a juried journal (the *British Columbia Library Quarterly*) appearing in 1961 (5) and another juried article in 1964 in *The Journal of Education*, a publication of the U.B.C. Faculty of Education.(6) (I didn't really know what a "juried journal" meant in those days—I just did what I needed to do in response to the editor's comments). My first "independent" publication, in a sense, came about when the CAAE decided to publish a shortened version of my thesis, which appeared in 1966. (7) In order to make it more interesting, or current, I brought the story of Extension up to 1965, though the thesis had terminated at 1955. As I look back over my publications list for the decade under discussion, I am amazed how much of it there was, and I must say, I don't know where I found the time and energy to do it.

After I had been working in adult education for a few years, I began to get inquiries as to whether I was interested in moving to other positions. The inquiry frequently came from Roby Kidd, who as Director of the CAAE was something of a switchboard for professional positions in the field in Canada. It was flattering to receive these "offers", and I took some of them quite seriously, but in all cases, decided in the end that I preferred to stay where I was. I

felt I had a really good job, working as partner with John Friesen, whom I considered increasingly as the best colleague I could have. The earliest of these offers was from Donald Cameron, the Director of the Banff School. He was looking for an Assistant Director, having found out that he was to be named a Senator. The C.B.C. was in touch with me about a possible position in their Talks and Public Affairs Department. Memorial University asked me to apply for the position of Director of their Extension Department. Arising out of my activity with the United Nations Association in Canada, I was asked in 1958 to take on the post of National Director of that organization. When Roby Kidd was about to leave the Canadian Association for Adult Education, the Association asked me (in 1960) to accept the job of Associate Director, on the understanding I would succeed Roby when he left. The Citizenship Branch of the federal government asked me to consider joining their staff. By 1964, I also began to take the initiative myself, talking with Simon Fraser University about the post of Registrar and with Okanagan College about the Principalship. I was offered a senior programming role with the National Y.M.C.A. organization in 1964 and the following year was offered the position of National Director of the Overseas Institute of Canada. I was offered one position in the United States during this period, that of Director of the World Affairs Council of Seattle.

It appears that as I gained some experience and prominence in the field during this decade, I was judged by some to have the appropriate abilities to fill responsible jobs. I was of course flattered when these job offers began to come, and thought about some of them very seriously, consulting with Mary, and in most cases with John Friesen. My promotion from Assistant to Associate Director of Extension at U.B.C. in 1960 may have been a result to some extent of some of these offers I was receiving. It was only in 1964, as far as I can tell, that I began to entertain seriously the idea of leaving my Extension position at U.B.C. Hence my pursuit of the jobs at Simon Fraser and at Okanagan College, and my approach to the relatively recently-arrived President of U.B.C., Dr. John B. Macdonald.

I did not play a particularly significant role in the inauguration of the academic study of adult education at U.B.C., but this important development took place during this period, and I wish to record my impressions. John Friesen and his friend, Roby Kidd, were the first two Canadians to earn Doctoral degrees in the emerging field of Adult Education. They studied at the same time at Columbia University in New York, the pioneering and best known institution in the field. John Friesen went to Columbia shortly after he returned from his long period of service in the Air Force in World War II, and there he earned both a Masters and Doctoral degrees. Roby had earned his Masters degree at McGill University, during his years working with the Y.M.C.A. Both men earned their degrees in almost record time, and both

returned to Canada convinced that the academic study of the field should be promoted in Canada, as a foundation for the further development of the field. In the case of Roby Kidd, he returned to Canada in the capacity of Assistant Director (to E.A. Corbett) of the Canadian Association for Adult Education. He wasted no time in turning to this task, persuading the organization to set up a Personnel Committee, which first of all surveyed the leading practitioners in the field in Canada to determine what training they had had, and wished to have. Of the 88 full-time practitioners who responded to their questionnaire, only two had taken even a single course on the subject of adult education. The report of the Committee was received by the CAAE at its annual meeting in 1948 and it was decided that the CAAE should do what it could to promote the academic study of Adult Education in Canadian universities. Kidd, who became the Director of the CAAE in 1951, looked for opportunities thereafter to teach courses in the field whenever he was invited to do so. John Friesen gained a senior position in the Manitoba Wheat Pool after getting his Doctorate, and it was not until he joined the staff of the University of British Columbia in 1953 that he was in a position to pursue the matter. It so happened that in 1955, U.B.C. decided to upgrade its small School of Education to full Faculty status (the provincial Normal Schools were being closed down and all teacher training was being moved to the University) and an old friend of John's from Winnipeg, Neville Scarfe, was appointed as the Dean of the new Faculty at U.B.C.. Here was John's opportunity. He suggested to Neville Scarfe that Roby Kidd be invited to give a graduate course on Adult Education at the Summer Session in 1956. This was duly arranged and the course, on Methods in Adult Education, attracted a large number of students.

By this time, I had worked in the field for two years and thanks to John, and other circumstances, I had come to know Roby Kidd quite well. He seemed to judge me a person of promise and ability and he had been very friendly and supportive. When I heard that Roby was coming to teach the course, Mary and I invited him (and his two older sons, Bruce and Ross) to live at our house while he was teaching at U.B.C. I attended most sessions of his course, but did not register for credit. Later in this same summer, Alan Thomas joined the staff at U.B.C., having a half time appointment in the Faculty of Education and half time in the Extension Department, where he was responsible for arranging courses in the field of communications. Alan had worked for Roby earlier in the Fifties at the CAAE and by the time he joined us, he had completed all his course work on his Doctorate in Adult Education at Columbia University. How much in advance all of this was planned, I don't know, but soon after Alan arrived, and in the light of the large response there had been to Roby's initial course, Alan was given the task of putting together the curriculum for a Masters Degree Program in Adult Education. He acted on behalf of Neville Scarfe and John Friesen in the matter, and on the basis of their advice. Neville Scarfe, as Dean of the appropriate Faculty, then steered

the Program through the decision making stages of the institution. Various program or content specializations were being created in those formative early years of the Faculty of Education's existence and the Program in Adult Education took its place among them. The program was approved and in place by the summer of 1957, and thereby became the first degree Program in Adult Education in Canada.

The fact that Alan Thomas, who taught the newly approved courses, had his office in the Extension Department, along with John Friesen, who supervised some of the first degree candidates, meant that I was quite close to the Program as it developed. I sat in on some courses in the following years, though I didn't formally register for any of them. Alan taught one or two courses in the Program each winter session, and in the summers, guest instructors were invited to give courses. I can remember Stuart Tweedie and George Boyes of the University of Manitoba teaching courses, and also two well known Britishers, Edward Hutchison, the Secretary of the National Institute for Adult Education, and Ross Waller of the University of Manchester. On two occasions, guest professors were invited to spend full time in the Program for the winter session. The first was Coolie Verner (Florida State University), a rising star in the American professoriat of the field, and the second was Wilbur Hallenbeck, a well-known professor from Columbia University. Their presence made it possible to offer more courses in each of the two years and their activities in the area attracted attention to the Program. I was "around the edges" of the Program during these years, picking up what I could about the field of knowledge.

When Alan Thomas was invited to re-join the staff of the CAAE in 1961, a decision was required concerning the subsequent leadership of the Adult Education Program. Neville Scarfe and John Friesen decided that in view of the growth of both the field and the U.B.C. Program, it was time to appoint a full time professor to take charge. In the end an invitation was extended to Coolie Verner to return to U.B.C. on a permanent basis, and he accepted. For the first few years of his time at the University, Verner had his office (or at least had an office) in the Extension Department, a further indication of the close association of Extension with the Program. But after a few years, it was felt by all concerned that in order to consolidate relationships between Adult Education and the rest of the Faculty of Education, Verner should be based with the Faculty.

Beginning, as I have said, in 1964, I began to think more seriously about the possibility of changing jobs. I had had a number of job offers in the previous years, as mentioned above, and had eventually turned them all down. What triggered a different outlook I am not sure. I suspect it was an accumulation of things. In 1962, John had been away on a UNESCO-sponsored tour of

South and Southeast Asian countries for several months and I had served as Acting Director for the period. In the fall of 1963 I made my first overseas trip, as a "Visitor" under the sponsorship of the British Council, visiting several universities and other organizations in the U.K. John was away for a year in 1964-65, heading up a joint U.B.C.-University of Rajasthan (India) project in India, and I was formally appointed by the Board of Governors as Acting Director of Extension. I was scheduled to go to India for the second year of the project, but in the end it was decided that I would pass that up. During John's absence, however, I spent the month of November, 1964, as a member of the Canadian Delegation to the UNESCO Conference in Paris. When John came back in the summer of 1965, perhaps life seemed a little tame, and I began to see—I was 37 at the time—that if I did not move on to something else, I would, as far as I could see, be Associate Director of Extension for a long time to come. Perhaps it was time to consider a move.

In the fall of 1965, I began to look at the possibilities. I had discussions with Dr. McTaggart-Cowan, the President of SFU, about the Registrar's job at that new institution. I also applied, unsuccessfully, for the Principalship of newly established Okanagan College. The other initiative I took, in late September of 1965, was to approach Dr. John Macdonald, who had become the President of U.B.C. in 1961 (and who had dealt a financial blow to the Extension Department in 1964), telling him of my interest in a move and asking his advice. I don't think I had any thought of working directly with Macdonald when I went to see him. But at the end of our interview, he told me that he was looking for someone to work as his assistant in his office, that he would make inquiries and get back to me. He seemed to get good reports on me from whoever he asked, and a few weeks later, he offered me a job as his Executive Assistant and Secretary to the Board of Governors. I have a copy of a letter in my files dated November 5, 1965, in which I formally accepted the new position. I also have a book of photographs and an audio-tape which record the proceedings of a wonderful going away party John Friesen organized for me on November 25 of that year. I started work in my new job on December 1, 1965.

This period of slightly more than eleven years in University Extension work, and all that went with it, were no doubt the most exciting years of my working life. I worked desperately hard, but was buoyed up at all times by the challenges and satisfactions of the work. The job was a challenge at every turn and I was learning new things all the time. I was getting great satisfaction from several dimensions of my work—from programming, from professional associations, from all sorts of community contacts, and from the friendship and stimulation gained from the five people with whom I worked. I think particularly of John Friesen, Alan Thomas, Bert Curtis, Marjorie Smith and Knute Buttedahl, in U.B.C. Extension in this period, as well as Roby Kidd, and Geoff Andrew, outside the Department.

The word "excitement" comes to mind insistently as I think about those years. There were new, congenial challenges on every hand. One way of seeing it, I suppose, is that I had found an occupation, and a work setting within it, which allowed me to apply many of the abilities and a great deal of the potential that I possessed. I was growing all the time and taking great satisfaction from the experience. My gratitude most of all to John Friesen for the experience and satisfactions of those years is enormous. He made what was a job that suited me into one from which I drew the maximum benefits and satisfactions. The word "mentor" might well have been invented to describe what John did for me in those eleven years.

U.B.C. Extension Years

Gordon Selman and Jack Blaney, 1965

John Friesen and Gordon Selman, 1965

Vancouver Institute meeting, Jan 1960
(Gordon Selman second from left)

Some of U.B.C. Extension staff, 1955
(Gordon Selman centre, back row)

6th Annual U.N. High School Seminar, 1958 (Gordon Selman in back row on left)

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Executive Assistant to the President & Director of Extension:

1965-1974

The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.
William Shakespeare, "Julius Caesar"

Are these things then necessities?
Then let us meet them like necessities.
William Shakespeare, "Henry IV", Pt. 2

Come, my friends,
'Tis not too late to seek a newer world.
Alfred Tennyson, "Ulysses"

In late 1965, I made a major change in my occupation. It represented a decision to move into university administration, and to leave behind the satisfactions I had found in adult education. As it turned out, it was a fairly brief diversion, but I did not know this at the time. I did not have a clear goal in mind when I made this move, but the time seemed to have come to move out of Extension, where I seemed to have reached the top of the opportunities open to me (short of leaving Vancouver) and the opportunity to move into the President's Office was an attractive one.

The President's Office

It was ironic, in a sense, that I went to work for Jack Macdonald. In my role in Extension, we had suffered at his hands. Macdonald had arrived at U.B.C. in 1961 and concluded the University should put greatly increased stress on

graduate study. His best known action to make it possible for this to happen was what is usually referred to as "The Macdonald Report", which he issued in 1962 and which recommended the creation of other universities and a system of community colleges in the province. In a period of rapidly expanding demand for post-secondary education, this would have the effect of providing other places for post-secondary students to acquire undergraduate studies, thus making it possible for U.B.C. to put its emphasis on the development of graduate work. In 1964, as part of his effort to find whatever funds he could to advance the cause of graduate studies at U.B.C., he had drastically cut back the funding for Extension work. He had come from Toronto and had little understanding of or sympathy for the position which Extension work had traditionally held in the Western Canadian provincial universities. He did not support the notion of Extension as a general cultural leavening agent in society, but rather saw it as a service to individuals who were willing to pay for it. As he put it in the letter he sent to John Friesen (October 9, 1964) officially announcing the budget cuts, general non-credit University Extension services were a "fringe benefit" to the community which resulted from having a university in its midst. He stated that the University clearly had a mandate to provide access to degree studies on a part time basis and to provide continuing education in the professions (if they were willing to pay the full cost), but that other non-credit work, if it was to be provided at all, would have to be fully paid for by the students, including the salaries of the Extension staff who organized the programs. Such a policy was one for which I had no sympathy, but this was the man with whom I was to work for the next couple of years.

I learned a lot from that period as Executive Assistant to the President. Part of this came as a result of the kind of work it was, and part from my association with Jack Macdonald, the man. He was a very bright man who could size up situations and issues with clarity and precision. When I took matters to him for his opinion or decision, I was impressed by his capacity to identify the core issue(s) involved and get right to the heart of the matter. I was not always in sympathy with his views or decisions, but it was usually clear to me how he had approached the issue and what had led him to the view he took. He had a nice, wry sense of humour. I did not feel that he was a very sensitive person, in terms of other people's feelings, but he fooled me at times on that matter. He was the President of U.B.C. at a time when there was a great deal of student unrest in universities and he steered his way through all of that with great skill, political savvy, and I have to say, sensitivity.

There were at least two ways in which my relationship with Jack Macdonald contrasted sharply with the one I had had with John Friesen. The first was inherent in the two different work situations. Whereas in Extension, I had a real share in decision making and took a great deal of independent responsibility for matters within my scope of activity, in the President's Office it was

quite different. I was not "Assistant President", I was assistant to the President. Everything I did was on behalf of the President, and "in his name". I would organize things for him or carry out his wishes with respect to certain matters, and of course a sensible amount of discretion had to be exercised along the way, but everyone with whom I dealt knew that I was acting on the President's behalf. I think I played that role with sensitivity, but once in a while someone with whom I was dealing would, in effect, say, "I don't want to talk to you about this matter. I'm going to deal with the President directly". Some were smoother about it than others, but I understood the reaction, in whatever form it came, because everywhere and all the time, I was in no doubt that I was acting on behalf of the President.

The other striking difference between the relationships I had with Friesen and Macdonald was more personal. Jack Macdonald always treated me in a fair and friendly way, but as a functionary. He did not see me as a friend, but as a business associate. I don't think I was ever in his house, or sat having a drink in the Faculty Club as a friend, but always in the context of a university social function. I do not feel critical of him in any sense, in this connection, but am just trying to describe the relationship. He was the boss; if he had wanted a friendship, I'm sure I would have responded, but this was not the case.

This observation leads me to some general comment about this period. There was lots to do in my job in the President's Office and I enjoyed almost all of it. But compared to my time in Extension, the job had no "heart" in it. Or to put in another way, my heart was not in it in the same way it had been in Extension work. I did not have the same sort of philosophical commitment to the work that I had to adult education. This is not to be critical, but descriptive. And further, because there was not the same sort of camaraderie involved as I had been used to in Extension, my work was more a job and less a "way of life" than I had been used to. There is nothing wrong with one's job being "just a job", but I had been privileged in Extension for the previous eleven years to be passionately devoted to the work and to the people with whom I was associated.

I started work in the President's Office on December 1, 1965. A little less than a year later, my title was changed to include "Secretary of the Board of Governors". As I recall, this change in title did not alter my duties, but simply recognized what I had already been doing. In the President's Office I worked with those involved in the general administration of the University. In matters financial, this meant working with Bill Whitè, the Bursar, and Alan Baxter, who reported to Bill. They were admirable administrators and financial officers. On the academic side of things, I dealt mainly with the Deans of the Faculties, and to some extent with the very effective Registrar, Jack Parnall, who dealt with academic matters on behalf of the Deans and the Senate. In

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my capacity as Secretary of the Board, I was responsible for staffing the Board's meetings and those of its committees. This required a great deal of documentation, production of minutes, etc. I did not personally do much of this, but worked with the staff who did it. It was a very "lean" staff as far as the administration of the University was concerned and people were on the whole very good at their jobs, and very dependable. My working relationship with the President's secretary, Jane Stiggings, was very important, of course, and she was excellent to work with. As a result of this experience in working with senior University functionaries—administrative and academic—I learned quite a lot about the attitudes and perspective of such persons, and quite a lot about university politics.

I did not by any means cut my ties with my other concerns when I went to the President's Office. I have a copy of a longish memo I prepared for Jack Macdonald at the time I made the move in which I listed my responsibilities of various kinds and suggested which ones I should retain, which drop, which get out of as soon as I gracefully could, etc. I suggested I retain active connections with the CAAE, the UNESCO Commission, the Vanier Institute and the United Nations Association and give up some connections in the social work/welfare field. The biggest "forced change", I think, was in connection with the Canadian Association of Directors of Extension and Summer Sessions. I was President of that national body when I left Extension, being part way through the first year of a two year term. I suggested to Jack Macdonald that I resign at the end of my first year, leaving it to the Vice President to complete the term. (This did not distress the CADESS people too much, under the circumstances, as is shown by the fact that before too long after my return to Extension work, they elected me once more to the Presidency.) Macdonald agreed to these and a number of other suggestions I made.

While working in the President's Office I had the opportunity to take on another organizational responsibility which I found very interesting. I was invited to be a member of what was called the "Provisional Council" of the Company of Young Canadians. This was an organization created by the government of L.B. Pearson (and was his personal brain child, I believe) which was perhaps modelled on the Peace Corps and Vista organizations in the United States, through which interested young adults could give a couple of years of their lives to the service of Canadian society. In the Company, they would receive some training, be assigned to socially useful work, receive a bare living wage, and after that two year period of service, go on with their lives elsewhere. The policy body, or "Council" to which I was named by the government was termed provisional because the intention was that eventually, the Council would be made up entirely of representative "volunteers". But for the start-up period, a variety of other people—experienced community work-

ers, expert civil servants, and some young people were named. I have said above that this was an "interesting" assignment. It was that, but it was also very frustrating. The organization was radicalized from the outset, as a result of certain appointments to the Council. I was far from easily disturbed about community development and the facilitation of social change. These processes were an integral part of the adult education movement. As I saw it, however, the group which seized and retained power in the Company were radical people who were not out to help communities change in the ways that the communities saw fit, but to accomplish their own goals for social change. To the problems which arose because of this radicalization of the Company were soon added those created by the foolish and incompetent behaviour of some of the volunteers, seemingly aided and abetted by the more radical members of the staff. I did what I could about the situation as I saw it, argued the issues in our discussions, helped to bring about a "showdown" discussion early in 1967, and then, when I saw that I could not support the policies which came out of these discussions, resigned from the Council. I have a letter from the Prime Minister dated February 28, 1967 in which he accepts my resignation. It had been an instructive experience, perhaps a symbol of the radicalized Sixties, and something of a further education in the ways of government. One incidental piece of learning which came out of the experience was a realization of just how incompetent was much of the consulting work which was purchased by government and national bodies. It was further education for me as to just how lucky I had been in my work at U.B.C. and in other connections in terms of the high calibre and ethical standards of the people with whom I had been associated.

I had left University Extension at U.B.C. at least in part because John Friesen was a relatively young man and I didn't see further opportunity for career development in that Department. Less than a year after I made the change, I learned that John had resigned his post at U.B.C. and was going to go into international development work. I do not really recall my feelings at the time in terms of how I felt about how the change affected me, but I imagine I realized I had made the change so relatively recently that it would not be fair to consider moving back to Extension so soon. But this was all changed by the fact that by the time the Friesen resignation was announced in the press, it became known that Jack Macdonald was resigning too. John was to leave in November of 1966 and Jack at the end of June, 1967. As Macdonald's Executive Assistant, I would not necessarily be the choice of his successor, and the conventional wisdom was that my service in the job would end when he left. I was thereby "freed" to apply for the Extension Director's job, if I chose to do so. As I see it now, this was another of the "lucky" turn of events which have had such beneficial effects on my life.

In the meantime, John, my old and valued friend and mentor, was leaving both the University and this part of the world on fairly short notice. He was

going into population control work in the employ of The Population Council, his first posting being in Turkey. All his friends and associates rallied around to wish him well and give him a good send-off. I find in my papers some of the script we wrote for his Extension farewell party. I put a lot of effort into helping to prepare for the event, as I recall, and wrote some doggerel to be sung by various people to popular tunes. I cannot resist quoting some samples.

We told John's life story in verse and song. I wrote this about his decision to move to Vancouver and take on the Extension job:

The chorus sings (to the tune of "Chicago, Chicago")
Vancouver, Vancouver, to it I shall go
Vancouver, Vancouver, it needs me I know
They have Social Credit and all that jazz
In Vancouver, Vancouver,
But Gordon Shrum says it's just a passing phase.
They tell me, they tell me, the sun shines all day
The beaches are dazzling, bright and gay — say
I'll have the time, the time of my life
I'll pack up the car, the kids and the wife
For Vancouver, Vancouver, my new home.

Two verses to the tune of "Take me out to the Ball Game" commented on John's commitment to the importance of the liberal arts:
Let us have some opera
Painting, drama and such
Let's have a talk by Sir Herbert Read
Goldschmidt and Guthrie will sure meet a need.
We'll not shrink because it costs money
That is what money is for
And if we, run, short of the stuff
We'll have Bert print a few thousand more.

And:
Bring them out to our lectures
On foreign and public affairs
If they don't take part in liberal ed.
We would argue they're better off dead
Sociology, science and hist'ry
Language, philosophy, lit.
Continuing ed. in the liberal arts
Has always with us made a hit.

Sparing the reader some of the detail, I turn to my attempt to talk about the Friesen leadership style—with which I think we ended this portion of the evening:

(To the tune of "That Old Black Magic")
That "Friesen Magic" has us in its spell
That Friesen Magic that we know so well
The way he helps you see the job at hand
The care he takes to see you understand
He turns you loose to get the programs out
As if he thought you knew what you're about
And when the going's rough
The Pres. and profs are tough
He comes through by snowing a dean.
If the course goes well, the credit is yours.
You're kind of proud; you drew a crowd
But when you get yourself in a jam,
The trouble's part his—and he gives you a hand.
Yes he's the man who helps the crew take fire
His leadership's the kind we all admire
We really hate to see him go
But we must concede
He'll sure fill Turkey's need.
It takes some skill
To make the Turks take a pill
And that Friesen magic will do.

I can remember little of the evening, but hopefully the standard moved upwards from these efforts.

With the decks clear for me to apply for the Director of Extension job, I made haste to do so. I can remember that one day Jack Macdonald put on my desk a list of people he proposed to appoint to the search committee to fill the Extension job. I noticed at once that whereas when filling jobs in the academic Departments, the University always appointed to search committees one or more people from inside the unit affected, Macdonald had not done so in this case. To do him credit, when I took the matter up with him and argued the case, he agreed that an Extension staff member be added to the list. The Committee, when appointed, was chaired by Dean George Curtis of the Law Faculty, and Jack Blaney, an old friend and senior administrator in the Extension Department, was a member.

I am not sure how it was decided who from outside the University should be asked for advice about an appointment as John's replacement. Most likely Jack Blaney suggested names for the rest of the Committee to consider. I'm not

sure that I saw copies of all the letters about me received by the Committee, but of the ones I saw, I was certainly pleased by the response. Roby Kidd, then the Chairman of the Adult Education Department of the Ontario Institute for Studies in Education in Toronto, told the Committee that U.B.C. already had in Gordon Selman "the best available person in the whole field of university adult education". Alan Thomas, then the Director of the CAAE, said, "I would put Gordon Selman on the top of any list", and he referred to me as "the ablest man in the country" they could get for the job. At any rate, the Committee in the end recommended me as the choice to succeed John Friesen. I have a copy of a letter Jack Macdonald wrote to his fellow President at McGill, W. Rocke Robertson, who had apparently asked whether it would be appropriate to approach me about the Extension Director's job at McGill. On December 21, 1966, Macdonald stated that I was going to be recommended to the Board of Governors in January as U.B.C.'s new Director of Extension. The Board approved this appointment on January 5, 1967. With that appointment, which took effect immediately, I entered a period of six months during which I was still Executive Assistant to the President and also Director of the Extension Department. My absence from an active role in the field of University Extension unexpectedly turned out to be only a little over a year, though I was a further 6 months getting back to it on a full time basis.

Jack Macdonald was very kind in his references to my work with him when he left U.B.C. In the same letter I mentioned above which he wrote to Rocke Robertson, the President of McGill in December 1966, he commented that it was too bad I was leaving the President's Office "because he is far the best person for the post of Executive Assistant that I have had the pleasure of working with". And in a card dated June 27, 1967, which he sent me as he was leaving his U.B.C. post, he was kind enough to say, "You are the best Executive Assistant any President ever had". Nice words to hear.

As it turned out, I was not quite through with responsibilities in the President's Office. The University did not have a new President in place by the time Jack Macdonald left, but within a matter of weeks, Dr. Kenneth Hare came to take over the post. We in Extension were very interested in the Hare appointment because at one time in his career, he had been Vice Rector of Birkbeck College, the section of the University of London which catered to part time students. Hare was new to the University when he arrived, and he approached me, asking me to work part time as his Assistant for an initial, undetermined length of time. I was somewhat reluctant to do this, partly because I had just nicely finished a period of six months of dividing my time between the two places, and finding it not very satisfactory at either end. And as well, my most widely experienced colleague in Extension, Jack Blaney, had gone on leave and was not there to help hold the fort in my absence. But on the other hand, it was not only flattering to me to be asked to assist the

President, it was also potentially helpful to the cause of Extension to have the Director a person who was well known to the President. As it turned out, Ken Hare did not stay very long in the Presidency. I don't think he enjoyed the work very much and he developed health problems. My recollection is that he left U.B.C. after only a year.

I have next to no recollections of my time working with Ken Hare. I see from my records that it was very brief, as it turned out—only six weeks or so, if that. I started in late August of 1967 and by the end of the next month, had got the President's permission to terminate the arrangement. The main problem was that my support arrangements in Extension were not working out. I had strong and able support on the administrative/budgetary side of things, in the person of Knute Buttedahl, a longstanding colleague who was by then back from a year of service on our project in Rajasthan, India. But on the programming side, the arrangements I had made came unglued and I was uncomfortable about how things were going. When I approached Ken Hare about the problem, he agreed at once that it would be better for me to terminate my work in his office and return to a full time role in Extension. I was gone from the President's Office and at work full time at my Extension duties by the end of September, 1967.

Director of the Extension Department/ Centre for Continuing Education

I considered myself very fortunate to have landed where I did. Whereas as a younger person, I had been more open to the idea of working pretty well anywhere in Canada where an attractive offer presented itself, by the mid-Sixties, Mary and I were feeling that we wanted to stay in Vancouver and environs. We had lived in Ottawa and had travelled around Canada some and were more than ever convinced that Vancouver was the place to be. By this time, we had built a summer cottage on the shore at nearby Bowen Island and both enjoyed it ourselves and had seen what a joy and source of beneficial experience it was for our three growing children, who were 14 and 14 and 11 years old at the time I became Director of the Extension Department. With my appointment as Director of Extension at U.B.C. at age 39 I had the job I most wanted, in the place I most wanted it.

In spite of some problems which had arisen in the Macdonald years, I believed in the kind of Extension work the U.B.C. Department had done and was doing. We had a relatively large and high quality staff and were, I deeply believed, doing good work. I think I also felt that with the departure of Jack Macdonald from the presidency, we might return to a more supportive policy on the part of the President and the Board. I was therefore very pleased to be appointed Director of what I believed to be one of the outstanding Extension

units in the country, one which in spite of recent erosion enjoyed a great deal of support from its institution.

What I saw only dimly at the time was the degree to which the centre of power in the University was shifting from the administration to the academic community, as represented by the Senate. Given the longstanding approach of Extension at U.B.C., which had placed heavy reliance on the President's Office as the centre of power and support, the recent changes created a "new ball game" for the Extension program. Unlike some extension units, we had tended over the years to go our own way, relating as necessary and appropriate to the academic departments and faculties, but not worrying overly as to whether they approved and supported what we were doing. This was on the understanding and in the belief that we knew our business better than the academic people did. Such a policy had, over the years, allowed something of a gulf to be created between our work and the academic community. This had not mattered too much as long as we could count on the President and the Board to provide support for us, but with the reversal of fortunes in the Macdonald years, and beyond that, the realization that power within our—and other—universities was shifting increasingly to the academic community, it gradually became clear that a modification of our thinking and approach was necessary.

I was conscious, in taking on the Directorship of the Extension Department, that I needed to have some clearly defined goals for the work. What were to be the things for which I would strive as Director of the enterprise? As I saw it, they were three. The first two had been defined for us by the Macdonald policies, and although he was gone, they seemed to be the appropriate directions for the future. These were the further development of degree study for part time students and the development of continuing professional education. There were complications in each case. We were not free to proceed with the expansion of opportunities for degree studies by part time students because all significant decisions concerning degree credit work had to be made by the academic Departments and Faculties concerned. We were free to argue for expanded offerings, but the approval of every course to be given for degree credit had to come from the academic Departments. With respect to continuing professional education, the complication was that increasingly, the professional Faculties saw it to be in their best interest to take over and run continuing education themselves. The third priority, I felt, was to try to make up the ground which had been lost in the area of general non-credit studies. Macdonald had targetted this area and had required it to be financially self-supporting, including the salaries of the people in Extension who organized the programs. I was determined that we would resist the full implementation of the Macdonald policies in this area and if possible, regain some of the lost ground.

I threw myself into my responsibilities as Director of Extension with all that I had. I see from my records that during the ensuing seven years I worked very hard at that task. I also travelled quite a lot, as opportunities presented themselves, much of it in playing an active role in professional organizations in our field in Canada, and some in international activities. I had a richly rewarding period as Director, with opportunities to provide leadership as I could and generally direct my own activities in the directions I wished to. There were many satisfactions gained from what I was doing, at home and away, and a great variety of things undertaken. In many ways, I had "arrived" as a practitioner in adult education in Canada—in the broader field and within university extension circles. I also had a chance during these years to become involved in various aspects of international activity and contacts, through the CAAE, the Canadian Commission for UNESCO and the International Council for Adult Education. These were very fine years in my personal and professional life, even though by the end of the period, I was discouraged about the University's attitude towards Extension work and I decided to get out of administrative responsibility for it. I was extremely fortunate, when that time came, to be able to make the move to a teaching job in the Faculty of Education under satisfactory circumstances.

When I was appointed as Director of the Extension Department in 1967, I had hopes that the departure of Jack Macdonald from the President's Office would mean that better days were ahead for our work. This did not really turn out to be the case, however. Ken Hare took over the reins for only a year and he was followed by a familiar figure, Walter Gage, who had been at the University for many years and had served as Acting President for several periods. Ken Hare, although he had been involved in Birkbeck College for some years and might therefore have been expected to take an interest in our work, turned out to be interested only in degree credit work, and at any rate, did not stay long enough to have much if any impact on university policy. Walter Gage had never been very interested in Extension, I think it is fair to say. He was an extremely nice person and did not wish to be unfair or do damage to the interests of colleagues, but he basically did not care about Extension (in this regard reflecting the attitude of most of his academic colleagues) and perhaps only in the area of part time credit offerings did he ever demonstrate leadership that was supportive to our work. His personal kindness was demonstrated, I believe, by the fact that he was in favour for several years of transfering responsibility for Extension credit courses to another office on the campus, but as long as I was Director and arguing vigorously that Extension should keep that program, he did not move to change things (though he suggested it several times). It was only after I left that he made that long-deferred move. His personal kindness was also demonstrated in 1974, when I needed his help if I was to make a transfer in my position from Extension to a teaching post in the Faculty of Education.

In referring to my relations with the President's Office, I wish to comment on the very happy relationship I had throughout almost my whole time as Director with Bill Armstrong, the Deputy President (and former Dean of Applied Science), to whom I reported. Bill was a remarkably able administrator (I never knew anything much about his academic work) and a square shooter. Without ever being disloyal in any way to the President, Bill was always frank about how he saw the winds blowing in the upper administrative echelons. If the President was in his view not likely to act on an initiative of ours, or would take unkindly to some proposed action, Bill Armstrong said so. At times he would refrain from taking a request of ours forward to the President because in his view the timing was not right. He was always very open about this sort of thing, we always knew where we stood, and I came to rely on his judgment in such matters. Bill was very frank in his estimate of the forces rallied against us on some issues. He showed from time to time that he "felt" for us in our difficulties, even going so far on one desperate occasion as to suggest that perhaps we in Extension might be better off taking our unit entirely out of the University and setting up business on our own downtown. Bill was always accessible, clearly had the confidence of the President, and could not have been a better person to whom to report. He had many responsibilities in his job, but was always ready to listen and to act on our behalf. He could not always do what we wanted him to do and could not always persuade the President to support us in our initiatives, but we always knew where we stood with him. My relationship with Bill Armstrong was one of the pleasant things about what turned out to be a tough job, leading the fight on behalf of the Extension program in a university administration which was basically not interested.

I also want to say at the outset of this account of my time as Director of Extension what a fine group of people I was privileged to work with in Extension. They were wonderfully interesting people and on the whole excellent Extension "programmers". Indeed a few of them were clearly the most creative people in Canada doing this sort of work. It was an honor to be associated with them. In addition to the programmers was a group of administrators, with whom I worked even more closely, from whom I learned a great deal and who served the Extension program wonderfully well.

I worked most closely of all with Jack Blaney, who had served as Acting Director in the months before I took over, did so as required during my years as Director, and whom I appointed as Associate Director as soon as I took over the Directorship. Jack was an able academic with a good mind. He took leave and earned his Doctorate during these years and shared with me much information and many insights which he had gained from his advanced study. (This was perhaps my most important way of getting access to a great deal of further education during this period.) Jack was in effect "Associate Director -

Program" during our years together, working closely with the professional programming staff with respect to the development of their work. As I review my records for those years, I am impressed anew with how effective an administrator he was. When I left things with Jack to look after when I went away, he took vigorous action in advancing the work, and often when I came back I had my hands full following up on the things he had set in motion. Jack was also very good (better than I was) at keeping his ear to the ground and picking up relevant news and information in the campus community. After he gained his Doctorate, he taught credit courses in the Faculty of Education from time to time and did some excellent academic work, all of which helped us in our relationship with the academic community. In addition to all this, I liked and respected Jack enormously. These were good years working with him.

I want to make reference to three other persons. Knute Buttedahl was a fine administrative colleague throughout this period as well. He did some excellent programming, went away and earned his Doctorate during these years, and had a wonderful capacity for administrative work. He served as "Associate Director – Administration" for much of my time as Director, though he was away on the India project for a year and also was away for a year completing the course work for his Doctorate. A second excellent administrator and programmer during these years was Jindra Kulich, who at times carried a great deal of the load in financial administration, over and above his duties as Director of the University Conference Office. His capacity was demonstrated and recognized during my years as Director. By the time I was leaving, and especially while I was sharing my time between Extension and the Faculty of Education, he was the anchor man at Extension and was appointed Acting Director after my departure (and in later years was to become Director). The third person I wish to mention is MaryFrank Macfarlane. She looked after several different program areas during my years as Director, perhaps the longest run being in charge of extension credit courses, a sensitive post and an area in which we were striving to bring about change. MaryFrank was one of the key "bridging" figures between the general administrators in the Department and the programmers. She represented the programmers in our "Director's Committee", a sort of executive group which functioned for some years. She shrank from the limelight to some extent, but was a key figure in the affairs of the Department.

At the outset I also wish to comment on the name of our unit. Up to this point, for reasons of clarity, I have stuck to the name Extension Department, but I should point out that in the midst of my time as Director, and as a result of a major Senate Committee report on Extension policy which was completed in 1970, the name of our unit was changed from the Department of University Extension, which it had been since the Department was founded in

1936, to the Centre for Continuing Education. There was a feeling in the campus community that the term "adult education" was too broad a term for what the University saw as its role in the field. They preferred the term "continuing education", which many felt conveyed the notion of a kind of education which carried persons forward from a significant level of education which they had already attained. In some minds it suggested a sort of "higher level" of adult education, which many felt was appropriate for the University. A number of universities in North America had adopted the same nomenclature.

1. Policy and General Administration

I had taken on responsibility for the welfare of the Extension Department's program and staff. I discovered that it was one thing to be a support to the Director of the Department, as was my situation previously for 11 years in the John Friesen era. It was quite another to carry the responsibility on my own shoulders and to be formally the person in charge. I had a team of good advisors, on whom I relied greatly, but in the end, what was done by the Extension Department was now my responsibility. I had had some taste of this when I had served as Acting Director in Friesen's absence from time to time, but nevertheless, it was his show. And even more clearly in the President's Office, I was acting at all times on behalf of, and under the instructions of someone else. I remember the strong feeling as I took up my post in Extension that it was important for me to have some clear goals towards which I would work. As mentioned already, the main ones of these, besides the general welfare of the Department and program for which I was responsible, were: to advance the opportunities for part time study towards university degrees; to develop further the programs of continuing professional education; to recover lost ground (lost because of the Macdonald policies) in non-credit program areas; and if possible, to obtain a more satisfactory and clearer set of University policies with respect to Extension activities.

In the spring of 1966, while I was working in the President's Office, John Friesen and his colleagues had submitted to the Senate a proposal concerning the overall administration and co-ordination of the University's Extension work. The report was entitled "A Revised Organization of Continuing Education at the University of British Columbia" It had called for the centralization of the administration of Extension activities in the Extension Department (to be re-named the Centre for Continuing Education), with policies for each program area to be made by committees in the various discipline or professional areas. The submission of this proposal came about as a result of events in previous years, which had created confusion over who was responsible for Extension activities—the Extension Department or the subject matter units. The issue had arisen particularly with respect to the professional faculties and schools. Medicine, and to some extent Commerce had already become

active on their own. In the case of Pharmacy, the Extension Department had subsidized the start-up years of continuing education in that field, only to have Pharmacy take over the program once it was up and running (and paying its way). Potentially, the more lucrative professional areas could help to support aspects of Extension work which were less able to pay their way. But the basic problem was that the Extension Department was unable to plan for its future with any confidence if it never knew what parts of its program might all of a sudden disappear, according to the whim of the professional schools. Some clarification of policy was required, as far as the Extension Department was concerned and this was approached by submitting a set of proposals to the Senate. I do not know whether John Friesen expected the Extension proposals to be accepted or whether the submission of the proposals was a device to precipitate a clearer policy, whatever its character.

At any rate, Senate received the proposals and referred them to its "New Programs Committee". When that committee reported back to Senate, the whole matter was referred to the various Faculties for their reactions. When Senate received these reports back, at its meeting in February, 1967, I had recently been appointed as the new Director of Extension. Senate decided to refer the reactions of the Faculties back to me, "for further consideration and report to Senate". I took a while considering the matter, being part time between the President's Office and Extension for several months thereafter. In the end I decided that Extension was placed in a weak and unfortunate position if it put forward proposals, which then became the "target" for others to shoot at. I thought we would be in a better position to ask the Senate to take the whole matter under review and come up with its own proposals/recommendations on the matter. There was the risk that we would not like the result, but I thought we would generally be in a stronger position if the proposals being put on the table were those of the Senate's own committee, rather than ones coming from Extension, an "interested" party. This was especially the case, I felt, in that Extension was a "marginal" unit in the University, with next to no power base. We perhaps had a better chance to advance our interests in the context of discussions in a Senate Committee than in the free-for-all of campus politics. Further, my view was that what we needed most was not any particular policy, but a policy which was at least clear, so we knew where we stood. That had been the curse during recent years—never knowing what was going to happen next to us and our program.

So in January of 1968, I reported back to Senate, recommending "that Senate establish a Standing Committee on Continuing Education, the first task of which would be to examine and make recommendations to Senate on the organization of continuing education at U.B.C.". The recommendation stressed the importance of arriving at a satisfactory set of policies concerning the organization of the work, but also argued that there was a function for a continuing or

standing committee. The latter step was not taken until a few years later, but the initial recommendation, that of the appointment of a Senate committee to review arrangements for the administration of the work, was approved.

The Senate Committee on Continuing Education took over two years to do its work, and had a rocky road. It was chaired at first by John Young, the Head of the Economics Department, who was a quite powerful figure on the campus, but who knew next to nothing about the matters under review. This latter point was not necessarily a big problem, but it resulted in things moving very slowly, and in the end, bogging down. We in Extension did a great deal of work at times providing the Committee with relevant information. I was a member, of course. I don't remember what happened about Young's Chairmanship in the end—perhaps he disappeared on leave or something—but eventually (and happily) his place was taken by Ian Ross, an energetic young person from the English Department. Ian saw that the matter had been allowed to go on too long and he pressed hard for arriving at a final report. This was in due course delivered to and considered by Senate in the spring of 1970. The Committee's report, which was subsequently approved, contained a satisfactory statement of the University's mission in the field of continuing education, the first time such a policy had been formally accepted by the institution. The Extension Department was to be renamed the Centre for Continuing Education. On the most vital point of policy, it declared support for Extension and its work, but gave any professional Faculty which wished to do so the right to conduct continuing education for its own graduates under its own sponsorship. The newly named Centre for C.E. was to have an advisory Council on which would sit representatives of the Centre's staff, the Faculties with which we worked, faculty who were teaching in Centre programs, the community and Centre students. In addition, there would be a President's Committee on Continuing Education on which would sit representatives of all units on the campus which were conducting continuing education programs. The matter of policy concerning degree credit work for part time students was to be the subject of study of another Senate committee. The report also contained a reasonably positive statement of policy concerning the University's financial responsibility for continuing education work. I felt that the report was a satisfactory one. I was not dismayed by the decision to grant the professional Faculties the right to conduct programs on their own if they chose to do so because I felt such a move was inevitable, and of course several Faculties were already doing just that. A declaration of policy in this area had the effect of clearing the air. Several professional Faculties with which we were co-operating, most notably Engineering and Agriculture, continued to work through the Centre, knowing that if they ever wished to do so, they could take over the programs themselves. As well as being pleased enough with the outcome, I was just plain happy to have the process over with. We could now get on with our business.

Another area of policy which took a great deal of our time in this period was our relationship with the corresponding departments of the other two universities in the Province, Simon Fraser University and the University of Victoria. Allied to that was the on again-off again relationship of the three of us combined with the three University Presidents, who met in rather sporadic fashion over these years. I don't think that any of that activity produced any significant result, but a great deal of effort went into it at times. Jack Blaney and I looked after this responsibility as far as U.B.C. was concerned. Our corresponding members for the other institutions were Milton McLaren of SFU and Larry Devlin of U. Vic. We had periodic meetings at which we plotted strategy and marshalled our responses to the Presidents whenever we could provoke any kind of action from them. There was no significant co-operation among the institutions in the area of programming. The closest we came to it was a preliminary study of a possible downtown Vancouver premises which U.B.C. and SFU might have occupied jointly. In the summer of 1972, the three Presidents asked the Continuing Education units jointly to prepare a discussion paper or set of proposals as to how the Universities could best handle part time degree study, as far as inter-institutional arrangements were concerned. I was away, or going away when this request came in, so Jack Blaney acted on our behalf in consultation with the other two, and in the end, submitted proposals which in effect called for the setting up of a separate or fourth university to take on the function. I was somewhat taken aback by this turn of events when I returned. I would not myself have been a party to such a recommendation if I had been part of the discussions. I was not surprised, therefore, and neither were the others, I'm sure, when a few weeks later we received word from Walter Gage that the Presidents had rejected the proposals. I mention this incident partly because it was the only time in all of our years working together that Jack and I allowed ourselves to get significantly out of step with each other in connection with our mutual responsibilities. It was a case of Jack and the others having to act quickly in response to the Presidents' request, and I was simply not able to be part of the process. On balance I would say that communication and meeting from time to time with the other Directors was pleasant, and to an extent, useful, but that no practical results came of it either among ourselves or in relation to the three Presidents.

There was a further aspect of inter-institutional co-ordination which should be mentioned. In this period, the field of post-secondary education in B.C. was becoming much more complex. The other two universities came on the scene as a result of legislation in 1963. And the college system was launched at about the same time, the first of the colleges opening for business in 1965. So whereas U.B.C. had had the field pretty much to itself until the mid-Sixties, things now became very different. When I came back from a year's leave in the summer of 1971, I decided that it was time to establish closer working relations, or at least better communication with the community colleges in the Greater

Vancouver area. I had meetings with the Presidents of Vancouver (Tom Gilligan) and Capilano (Alf Glenesk) Colleges and the Superintendent of the Vancouver School Board (Bob Sharpe) and followed these up with meetings with their continuing education people. Our inter-university committee was at the same time in communication with Andy Soles, the person in the Ministry of Education most responsible for college development. The Ministry and our inter-university committee jointly sponsored a meeting in Victoria on Novemeber 26 and 27, 1971, at which matters of co-operation and co-ordination were discussed. Out of that came a recommendation that the Academic Board, the governing body of the college system, should establish a Standing Committee on Continuing Education, one with which the Universities could liaise as appropriate. To our amazement, though that Board had been represented at the Victoria meetings by its Chairman, Ian McTaggart Cowan, who had sounded supportive at the time, and Andy Soles, who also appeared to be supportive and who played a strong hand in the Academic Board, we could get no action out of the Board for some months thereafter and finally heard from McTaggart Cowan in late February, 1972, that the Board had decided to take no action in the matter. This was yet another of a series of efforts during this period to advance the work of continuing education, but which led nowhere.

The Senate Committee report of 1970 called for the creation of a "Council" to advise the Centre for Continuing Education and to advise the University concerning such matters. This turned out to be a rather frustrating matter in the next few years, and within three years I was convinced that the arrangement was not working, and was calling for a change. The Council was constituted before I went on leave in the summer of 1970 and began to meet in my absence. It was made up of representatives of various interested parties: the Faculties with which we worked, Centre staff, representatives of those teaching Centre courses, students in Centre programs and community representatives (in the latter case, mainly people from other programming agencies in the area). The Council met perhaps twice a year over the next few years and in summary, I would say that there were two main problems. The first was that perhaps inevitably, the university people dominated the discussions and aired some of their disagreements over policy (and suggested policy) in such a way that the community people, perhaps it would be better to say all non-faculty, were simply left out in the cold and felt that they were playing no useful role. It was to some extent unavoidable; the policy matters had to be discussed and the power brokers from the campus had to speak up as to why this would not work, or that would not be acceptable. I remember feeling that although such matters had to be discussed, some of the campus people were at times insensitive concerning the forum in which they were speaking and did not do as much as they could have to make it possible for the community people to get a fair hearing. At one point in the process I had a luncheon meeting with the

community representatives and we tried to analyze the problem. We took this material back to the Council and had a useful discussion about it, but then things fell back into the familiar pattern. The other major problem with the Council was the unresponsiveness of the President's Office when recommendations were sent forward by the Council. Months would go by and in spite of repeated appeals from my office (I chaired the Council) we would get to the next meeting of the Council and still no reply would be forthcoming. Although I liked and admired Walter Gage, I felt that in this area he simply did not support the cause. The Council did not expect (certainly I didn't) that the President and the University decision-making bodies would necessarily accept their recommendations; but they did expect, and had the right to expect, decent replies and courtesy in the treatment of their considered suggestions. Several people on the Council put considerable effort into it. Certainly Jack Blaney and I did. But it simply was not working and I came to the view that its existence should be terminated in the interests of all concerned.

I see from my notes that as early as the spring of 1973, I was suggesting to Bill Armstrong in the President's Office, that a change was required. I came to the view that liaison with community interests could be handled better in other ways, and that as far as the campus was concerned, what we needed was a Senate Standing Committee on Continuing Education. This had been part of my proposal to the Senate in 1968. At that time a Senate committee was formed (which reported in 1970), but it was a special purpose one—to make recommendations about the organization of continuing education on the campus—rather than a standing committee. It so happened that shortly after I made recommendations for change in the spring of 1973, the Senate established a Committee on its own organization and structure. I was soon in touch with its Chairman, Charles Bourne, suggesting that a Standing Committee on Continuing Education become part of his proposals, and indicating that it would take the place of the existing Council. Early in 1974, I took these proposals to a meeting of the Council which, after careful consideration formally approved the recommendation that a Senate committee be created and the Council itself be discharged. A few weeks later (at approximately the same time I was making arrangements to leave my position as Director), the Senate was reorganized, including the creation of the Standing Committee on Continuing Education for which I had argued. This was important for a number of reasons. It "solved" the difficult and awkward situation which had arisen concerning the Council. But perhaps more important in the long run, it provided a link with the Senate for the continuing education function, at a time when the Senate was becoming an ever more powerful decision-making body within the University.

I can deal more briefly with another policy matter. There was a longstanding problem in Extension units in Canada, or at least most of them, based on the fact that there was no system of career development. Whereas faculty who

were performing satisfactorily had the expectation of being promoted, gaining tenure, etc., there was no such provision in Extension. So we came up with the proposal that there be a series of "ranks" in Extension through which people could progress if their performance was satisfactory. The further expectation was that salaries would be tied to ranks and that when a person was promoted from one rank to the next, an increase in salary would go with it. I turned my attention to this matter a year or so after I became Director and got a certain level of support for it from the President's Office. With that encouragement, we put a great deal of work into the proposal, involving the Extension staff in the process, of course, and in the end we sent forward a fairly elaborate proposal involving four levels of rank—"C.E. I" to "C.E. IV"—somewhat parallel to academic ranks. This was considered by the Administration and in the end, I met with the Board of Governors about the matter in the fall of 1969. This was followed some months later by a detailed "Guide to Promotions", also the basis of a lot of consultation with Extension staff. The scheme was approved by the Board, but with a notable omission; the President had apparently told the Board that tying salaries to the rank system was not something they needed to approve. This was to prove the downfall of the whole scheme.

My notes indicate that by 1972, we had 3 staff members at the C.E. IV level, 8 at C.E. III, 6 at C.E. II and 1 at C.E. I. Although salaries tended to follow the rank level, there was no scale or steps in place. Soon after that, we came to find the system so unsatisfactory, we simply stopped using it. The President was I think annoyed that we—and he—had gone to all the trouble of putting the scheme in place, only to abandon it a few years later. From my point of view, he had let us down by dropping the salary dimension of the scheme when putting it to the Board of Governors (without consulting us in any way) and thereby gutting it. It was all very nice to give someone a "promotion" from one step to another on the grounds of merit, but if it was not possible necessarily to link the promotion with a suitable advancement in salary, there was no point to it. This was people's careers we were dealing with, not girl guide or boy scout merit badges.

It was during my time as Director, in 1972, that the New Democratic Party came to power. We had expected that this government would have special interest in the field of adult education—as being among the ways that opportunities could be opened up for disadvantaged people. But this did not appear to rise to the top of their agenda, their efforts in the field of post-secondary education being directed largely at filling out the system of community colleges in the Province. Their actions had direct effects on the university extension program in two ways. The first arose out of efforts to persuade the universities to be more open in their service to the community. At one point they informed the three universities that they were not going to increase their basic budgets, but that if they had particular projects which would have the effect of

increasing their relevance to community needs, the government would consider funding them. Universites hate this approach; they wish to get a lump sum from the government and then decide how they will spend it. Going cap in hand for funding for particular projects is not something they wish to have to do. Faced with the government proposal, however, they had to do it. So the call went out within U.B.C. asking for proposals. The general terms of reference were perfectly satisfactory to us in the Centre and we soon put together a series of proposals. The President had of course solicited suggestions from all parts of the campus and then decided which proposals would go forward. Several of ours were among those sent to the government, early in 1974. In the end, the Centre received $150,000 for several of its submissions, which we thought was quite good. We suggested to the Administration, taking into account the instructions or guidelines the government sent out, that $125,000 should be used for developing degree credit correspondence courses (which included within it the development of a Certificate Program in Criminology as well as other courses) and $25,000 on a series of residential programs in the Liberal Arts, to be held outside the Greater Vancouver area. We also felt let down by the Faculty of Arts and the University Administration over this matter because it was the clear understanding that over and above what else Arts asked for, they would include a request for several hundred thousand dollars for the purpose of expanding evening and off campus credit courses for part time students. They either failed to do this, or the administration decided to cut it out. The request, which fit the terms of reference put forward by the government very well, was apparently not high enough priority to the Faculty. Once again, we felt that the interests of the part time student had been betrayed by an institution that just didn't care about the matter. (See the section which follows about our efforts to advance part time credit offerings.) The funds we received were certainly useful. Carrying out the work took place largely in the period after I had left the Centre.

The other connection with the NDP administration during this period came in the form of my being appointed in May of 1973 to the "Special Advisory Board" (one of two such boards) established to work with the special "Commissioner" appointed by the Ministry of Education, John Bremer. It soon became clear that the government was using the creation of the Bremer position to be a catalyst for change in the educational system of the Province. As it turned out, his—or their—chief interest was in expediting the completion of the college system, but at the outset there appeared to be prospect of greatly advancing the cause of adult education provision as well. I met a number of times with the Advisory Board and as well was involved briefly in efforts to establish a college in the Lower Fraser Valley area. The Directors of Continuing Education of the three Universities also had meetings with John Bremer. I have considerable correspondence in my files which reveals my periodic attempts to persuade Bremer to move outside his concern for college

development and to give attention to community needs in the field of adult education, as well as to the role of the universities in continuing education. These things did not happen. Bremer had troubles of his own, I guess, because we all learned on the radio one morning that Bremer had been summarily fired by the NDP administration. It had been interesting to be involved in the work of the Advisory Board to the Bremer operation because of its broadly representative nature, but it was generally a Board "to whom things happened" rather than one which initiated anything. We were "consulted" about things which were of interest to Bremer. As far as getting Bremer active in other matters, such as the nature and co-ordination of adult education in the educational system, it was a lost cause.

Generally speaking, these were fairly tough years as far as the position of continuing education on the campus was concerned. We tried every way we knew how to make progress in terms of our standing within the University and the advancement of our work, but in reviewing the various fronts on which we tried to make progress, it is difficult to point to significant successes. This may be demonstrated in various ways, and an account of our efforts in certain program areas will follow. It remains in this section to refer to matters financial. My term as Director started in the period of reaction to the cut-backs which had been initiated by Jack Macdonald. This significantly cut the budget of Extension in the first year, reducing the University supporting grant to Extension by some $90,000. The proposed three year schedule of reductions was not pursued thereafter (indeed I got word in the fall of 1969 that the Board of Governors were asking questions about whatever happened to the Macdonald reductions) and I think we have Walter Gage and Bill Armstrong to thank for deliberately "forgetting" about it. But things got progressively tougher thereafter anyway. While general university revenues continued to increase, the costs of doing business within Extension did the same, but any increases in our support from the University, when they came, were extremely minor. We managed to stay afloat financially, by dint of the strenuous efforts and good management of our staff. By 1972, the state of affairs began to catch up with us and we unavoidably ran a modest deficit in the fiscal year 1971-72. By the fall of 1972, however, I was warning the President that things were looking serious, and in the end, we ran a substantial deficit. The President responded not by easing our situation for the subsequent year, but by making it more difficult. If anything, we were in a worse crisis financially than was the case in the Macdonald years. We somehow stayed afloat, and out of jail, but life was more difficult all the time, it seemed. The financial struggle was further proof to me, if proof were needed, of the marginality of continuing education's position in the University. The financial miseries were among those contributing to my inclination to get out of the task of trying to find satisfactory resources for this work and to move to a faculty position instead.

I will close this section by mentioning two incidents which typified the indifference and lack of support we experienced—both involving the President's Office. The first arose from my reading a memo which the President sent out to Deans and Directors informing us all that in order to save funds, the University was going to close most of its buildings in the evening. We had evening classes going on in several of those buildings, and this action was taken with no consultation whatsoever. I got in touch with the President and politely raised cain. It was clear from his reaction that it had never entered his mind to think about how this action would affect the continuing education program. It was a wonderful case in point which demonstrated the marginality or low priority of our work. The second incident was, I think, a more deliberate downgrading of our interests. As we moved more strongly into continuing professional education, which typically consisted of short courses of one or more day's duration, we were increasingly hampered by the fact that we had no meeting/classroom space on the campus which we could control, and use all day long when we needed to. All we could do was have this room for an hour or two and then have to switch to another one—and so on throughout the day. The result was we had to have such events in hotels and other places which were expensive in which to operate. This being the case, I was constantly after Bill Armstrong and the President to turn over to our control some such space on the campus. From time to time, we made a formal submission on the matter. One day in the fall of 1972, I read in the minutes of the Board of Governors an announcement of the fact that the Faculty of Commerce and Business Administration had been given the use of a former fraternity house just off the edge of the campus as a centre for its continuing education activities. That Faculty had a substantial continuing education program, but it was not a tenth of what we were doing. I hit the roof, sent the strongest letter I felt I could to the President, told him that perhaps I had better resign because my colleagues would be wondering whether I could look after their interests. The President was taken aback, I think, and did his best to "smooth my feathers". Before long, the University offered us another, very unsatisfactory space, making it clear that we would have to pay rent on the space in return for using it. We turned it down because it was so inadequate; we could not get enough use from it to be able to cover the costs. This was a really discouraging incident, which demonstrated that the continuing education program of a "regular Faculty" had higher priority than the much larger one which we operated. And that our interests could be deliberately ignored and that we could be left to read about it in the minutes of the Board of Governors, if we noticed. Both these incidents contributed, along with much else, to my eventual decision to leave my Director's post.

2. Programming – General

The special case of degree credit programs will be considered in the next section. Here, I will deal with other programming matters.

In the case of non-credit programming, there were no startling changes in the period. The major adjustments to the Macdonald budget cuts had been made before I returned to Extension. One significant initiative taken in my time, however, was a major commitment to programming for women. We strengthened the "Daytime Program", which was serving mainly women, and as well, made the decision to provide staff for an important new development, the Women's Resources Centre. The latter grew out of the Daytime Program and provided a number of special services to women, at a time when the changing role and expectations of women in our society was a prominent feature of the scene. The initiative came from Pat Thom, who ran the Daytime Program, and in company with Jack Blaney, I decided we should "move with the times" and make an additional commitment in terms of staff time (which was not something we could do casually when funds were in such short supply). Anne Ironside became the Director of the new Centre and the work, which was initially based in the Vancouver Public Library and subsequently in rented space further West on Robson Street, went on from strength to strength. The model of counselling and educational support for women which was developed in the Centre in Vancouver subsequently gained international recognition as a model for such work.

A second area in which particular effort was invested was that of continuing professional education. Those professional areas which still were looked after by Extension, such as Law, Engineering, Education, Agriculture, Forestry and Social Work, to name the areas with the largest programs, received a great deal of attention. In each case, we worked closely with both the professional Faculties/Schools on the campus and as appropriate, with the professional bodies in the community. In some cases, such as Engineering, strong leadership for the program came from the Faculty; in others, such as Law, the chief leadership came from the profession itself. This general area had been singled out by Jack Macdonald at the time of the budget cuts as a task that was recognized as a university responsibility in continuing education. It was obvious why this made sense. When I became Director of Extension, I identified this as one of the top priorities for attention. Jack Blaney and I between us put a great deal of effort into assisting with the development of these areas, and we had some exceptionally able programmers looking after the programs on a day to day basis.

I was determined, upon my return to Extension as Director, to try to recover some of the lost ground we had been forced to give up in general non-credit

programming in the liberal arts, because of the Macdonald cuts. I considered the Women's program, already referred to, as one aspect of this. A second such step was the decision to separate programming in the Fine Arts from where it had been under the Humanities programs and to place a full time programmer in charge of it. This we did in 1972 and as a result, we were able significantly to expand our work in those areas.

Another program initiative of the period in which I took great interest was the considerable expansion of continuing professional education for adult educators. Knute Buttedahl took charge of this work (along with other things) when he returned from his doctoral studies in the field, and he did a fine job. The most spectacular new venture was a project which was begun in the spring of 1973, known as "Chautauqua by the Pacific". This was a cluster of training programs of varying lengths for adult educators which were brought together in a single location and in a one-to-two week period. Participants could attend one program or several, mingle with those who were taking other courses, and also attend certain lectures and other events which were arranged outside of class hours. The first Chautauqua was outstandingly successful and it became an annual event, bringing participants from various parts of Western Canada and the Pacific Northwest of the United States.

Much outstanding work in non-credit programming was carried out in this period, though I have mentioned only those areas where we made significant changes in or additions to staff. I note that registrations in non-credit programming grew modestly during the period, from 19,659 (358 courses) in 1968-69 to 23,166 (521 courses) in 1972-73. And it should be pointed out that this happened in a period when many educational institutions were experiencing a decrease in enrollments. We did take a minor dip between the first two years of the period referred to.

An incident took place in the early Seventies which was a further illustration of the marginality of the continuing education function in the institution. The University, with no notice to us, much less consultation, made a decision to allow persons who were 65 or older to take courses at the institution without having to pay fees. This was a commendable step. I think I first heard about it when I read about it in the newspaper. It probably didn't ever occur to the President that such a step had major implications for us in continuing education and for our budget. We by this time were largely self-supporting out of fees charged to students. If we were to utilize the same policy that the University Administration did, it would have significant impact on our capacity to balance our budget. My first step was to indicate to the President my surprise that we were not consulted before this step was taken, and to point out to him how a similar policy, if applied to us, would affect our budgeting. His response was to say that what was done in the case of regular credit work

did not necessarily apply to non-credit continuing education courses. In our view, we thought it would be untenable for us to ignore what the University as a whole was doing and to go merrily on charging full fees to seniors. In the end, having considered our options, we informed the President that we would admit seniors free to those courses where they would not affect our costs (just additional persons in the room), but that we would not do so where class size was limited and the senior was keeping away a fee-paying student. Also that we would continue to charge seniors lab fees and extra fees for supplies or consumables. This was another case of our having to tag along behind and do the best we could, when the Administration of the University had totally ignored our interests and welfare. We were quite accustomed to such treatment, as is amply demonstrated by the following account of our efforts in the field of part time credit work.

3. Degree Credit Offerings for Part Time Students

Although U.B.C. had an enviable reputation for its various programs in non-credit continuing education, we had a dismal record as far as Extension credit work was concerned. I remember seeing at one point during my years as Director that according to Statistics Canada, B.C. had ten per cent of the non-credit continuing education registrations in the country, but only three per cent of the part time credit registrations. The Extension Department/Centre for Continuing Education did not have control over the credit offerings. We administered both the evening lecture credit courses and the ones offered by correspondence instruction, but the academic Departments and Faculties made all the basic decisions. Our role (and I had done this personally back in my earlier years in Extension) was to canvass the Departments before each program year, determine which courses the Departments wished/agreed to give and who was going to teach them, draw up a schedule, send consolidated lists to the Faculties concerned for approval at a Faculty meeting, and then, when the courses were approved at the Senate level as well, advertise the course offerings and attend the first meetings of the classes in the fall, in order to make decisions in the cases of courses which had insufficient enrollments or were borderline. We had to stay within an expenditure budget for the program, but we never saw the fee income, it going directly into general university revenue. We did not even know whether the program made or lost money because we never saw the income figures. I remember on one occasion getting a rather testy memo at the end of a fiscal year to the effect that the credit course program had run a deficit (I seem to recall that it was $17,000). I used the occasion to send back a counter blast to the effect that if they wished us to take any responsibility for balancing a budget, failing to let us know what the budget was was hardly the way to go about it. The point seems to have registered because after that we were kept more fully informed.

The further development and expansion of the University's credit offerings for part time evening and correspondence students was the major goal I set for myself when I became Director in 1967. It was an important area of activity, was one in which we lagged sadly behind what most universities were doing, and it was the one area which the University Administration seemed to recognize as a clear responsibility. Even in the years of the Macdonald cutbacks, he exempted the credit extension offerings from the requirement that they be fully self-supporting financially. When I returned to Extension as Director, I served notice to our own staff people who were looking after this area that I was going to play a role personally in an effort to secure more satisfactory policies from the University for this work and to bring about an expansion of the program. I must report at the outset, that in spite of a tremendous amount of effort expended and strategies employed over the years to persuade the powers that be that we should expand offerings of this kind, nothing basic changed. The number of courses offered each year and the number of registrations in such courses grew incrementally over the years, but we never managed to bring off a truly significant change.

Because any change in policy in the area of degree credit work had to come from the Departments, the Faculties and the Senate, my role had to be one of persuasion. I kept at it throughout the time I was Director, trying one initiative after the other, and never quitting because I knew history was on my side—that sooner or later the University was going to drag itself into the twentieth century with respect to this matter. It might be argued that my efforts, largely unsuccessful at the time, helped prepare the way for subsequent changes, but I don't really know about that. I do know that the Faculties of Arts and Science (the main ones involved) and the President got tired of our constant pressure for change. Towards the end of my time as Director, it was being quite insistently suggested that administration of the credit courses should be removed from the Centre and united with the Summer Session operation. I forestalled this move for at least two or three years before my departure, but it took place after I left.

By way of preparation for my efforts to reform the University's work in this area I took some pains early in my term as Director to find out what was happening at other institutions, particularly those which were leaders in this field. For instance, in March of 1968, I spent a day at Atkinson College of York University, which was the separate unit which had been established at York (in Toronto) to serve part time degree students. I visited other institutions as well. I also corresponded with educational officials around the Province, such as college presidents and ministry officials to get their views about the potential of a greatly expanded program of correspondence credit courses. (Interestingly, although there was general support for such an action, a few of the college people were concerned that such offerings might cut into their own enrollment.)

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As has already been mentioned, when the Senate Committee on Continuing Education reported early in 1970, it declared that it had not been able to deal with the matter of degree credit Extension work and it recommended that another committee be established to look at that matter exclusively. Such a committee was established in due course but nothing happened for many months, in spite of our offer to be of assistance to the committee in its work. When the committee finally got going, and at their request, I prepared a substantial report on the alternative organizational models which might be considered for the administration of such activity. They ranged all the way from something like an expanded version of what already existed, to a special "office" to oversee such activity, to a separate faculty or college of the type adopted by York University. Other information was provided to the committee as well. The committee reported to Senate in March of 1972. Its recommendations were generally supportive of expanded opportunities to study for degrees by part time study, made no specific suggestions, but called for further study. The discussions in Senate were generally positive, but some reservations were expressed. The President, in his capacity as Chairman of the Senate, helped to gain approval for the report and pledge to continue the examination of the matter. This was generally a positive outcome, but got us no farther in any practical sense.

I continued to press the matter in my contacts with the President and Bill Armstrong. Approximately a month after the approval of this Senate report, the budget for Extension credit work for the coming year became available and it showed a decrease! I complained bitterly to Bill Armstrong that the Administration was talking a good game about expanding credit work, but turning around in private and cutting the budget. As always, Bill was sympathetic, but in effect could only shrug. I also continued to point out to the Administration that at the same time the Departments and Faculties were making encouraging noises about such work in Senate discussions, they then went back to their offices and decided not to expand their course offerings in the subsequent year.

My next approach was to try to divorce the question from what might be seen as the self-interest of the Centre. I prepared a proposal for the President's Office which called for removing such work from the Centre and creating a special office to oversee it. This suggestion was left in limbo for some years, surfacing from time to time. But I was still adverse to having such programs just shifted over to the Summer Session office. I did not see how that was going to improve matters. And until something distinctly better was devised, I felt that we were doing a good job with the existing program and that it would work to our disadvantage if we gave up our role in this area.

Late in 1972 the President appointed a committee to look into the matter further. Some of my comments at the time about the continuing inadequacy of

U.B.C.'s work in this area got out to the press and were quite fully covered in *UBC Reports*, the University news sheet. *The Vancouver Sun* ran a long article on the general issue. In May of the following year, the Senate discussed fully the responses of the Faculties to the previous year's committee report which had endorsed the liberalization of regulations concerning part-time study. The responses were positive on the whole, as was the further discussion in Senate. The effect of all this was to generally support action by Faculties which wished to make access to degree studies more available to part time students. It didn't really change anything as far as we were concerned, and if it had any effect, it had mostly to do with part time study in the daytime, with which we had no connection.

In the summer of 1973, I tried again. I convinced Walter Gage to appoint a President's Committee made up of the Deans who were concerned with the matter which would examine the matter of evening credit offerings and make recommendations. The focus was to be on how we could expand the evening credit offerings. It was one thing to liberalize the regulations concerning part time study, but if we continued to offer the pitifully few and unsystematically planned offerings, such new policies were of no help. I was invited to meet with the Deans late in the summer to discuss the matter and at that time, the President said again that he intended to appoint a committee. I played an active part in this committee when it was set up and did most of the work in connection with it, writing the final report. The position of the Deans affected (mostly Arts, Science and Education) was that they saw the virtue of expanding evening credit offerings, but they were willing to do so only if the teaching could be done as part of faculty regular teaching loads, rather than as "overload" teaching for which faculty were paid extra. Their position had long been that sometimes faculty were "lured" into teaching in the evening by the extra money they received, when they "should be" doing their research. So the report of the committee was in effect, yes, we agree we should expand evening offerings, but it should be done as part of load; therefore we need $550,000 in the first year in order to staff an expanded program. We all knew the President didn't have that kind of money available, and that if he had, he wouldn't spend it on this. However, it was just at this time that the newly elected NDP government said to the universities that they would be willing to consider funding for special projects which would serve the purpose of making the universities more accessible to the people of the Province. I have already mentioned in the previous section that it was understood that the Faculty of Arts and the President, between them, would include such a request in the submissions to the government, but that unknown to me, the item was dropped somewhere in the process. I took this to be a further indication of the lack of priority accorded to the interests of continuing education students. By this time, I was looking into the possibility of getting out of the Centre and switching over to teaching. This further "betrayal" of the interests

of the Centre and the students on whose behalf it was working encouraged me further to press on with that course of action.

The matters I have mentioned above with respect to the interests of part time credit students were only the most substantial initiatives in this area. My regular meetings with Bill Armstrong and occasional ones with the President were often mainly devoted to this subject. I have already described the major report about this matter which we submitted at their request to the three University Presidents. In spite of considerable efforts throughout these years of my Directorship of the Centre, I do not really feel that anything significant was accomplished on this front. Universities are wonderfully adept at finding ways not to do things they don't want to do. I felt that I, and more importantly the part time credit students (and potential students), suffered at their hands in this policy area more than in any other. It was a major reason why I decided to get out.

4. Off-Campus and other Professional Activities 1967-1974

During the years when I was Director of Extension/Continuing Education of U.B.C., I was also busy in professional activities of various kinds and had opportunities to travel and take part in international meetings which were of great interest. Much of this will be discussed in chapters to follow, but a brief summary may be useful here.

I was President of two national professional organizations in the late Sixties. I had long been active in the Canadian Association for Adult Education (CAAE), and in the spring of 1967, while I was still dividing my time between Extension and the President's Office, I became President of that organization, for a two year term. When I moved to the President's Office, I had resigned from the Presidency of the Canadian Association of Directors of Extension and Summer Schools. In 1968, I was re-elected to that position and in the ensuing year I served as President of both of these two national bodies. Though I had completed my term of office as President of the CAAE in 1969, I continued to be very active, as a Board and Executive member and as chairman of a newly-formed International Relations Committee. In the spring of 1969 I was elected to the Board of the Northwest Adult Education Association, which embraced the Western U.S. states and Canadian provinces in the region. I also served as President of the Association for Continuing Education (B.C.) for the year 1973-74.

I continued to be an active member of the Canadian Commission for UNESCO during this time. I was fortunate enough to be named to the Canadian Delegation to the UNESCO Third World Conference on Adult Education, held in Tokyo for two weeks in the summer of 1972. After return-

ing from that meeting, a number of us were involved in a "Working Group" formed by the UNESCO Commission to follow up on matters arising from that conference. I became the Chairman of that group. In time, we added to our mandate follow-up activities in Canada in connection with the important UNESCO report on the development of education, entitled in English Learning To Be.

At the To'kyo Conference, just referred to, and as a result mainly of the initiative of a fellow Canadian and good friend, Roby Kidd, steps were taken which led to the foundation of the International Council for Adult Education (ICAE), based in Toronto. I was named as the Canadian representative to that body and a member of its Management Committee. In the early stages of the International Council, before its tax status was secured, we "laundered" a significant portion of its income through the International Committee of the CAAE.

I was invited to take part in three other interesting international meetings in the early Seventies. In 1972, the French National Commission for UNESCO held a conference in Grenoble about matters arising from the UNESCO report on educational policies which was published that year and two of us were sent as delegates by the Canadian UNESCO Commission. I was invited "out of the blue" early in 1973 to attend a residential conference on aspects of adult education which was sponsored by the Ditchley Foundation, a British organization. There were only two of us from Canada at that meeting also, which was largely concerned with policies for adult education in Great Britain. In the following year, 1974, I attended and served as rapporteur for the first-ever meeting of representatives of national adult education bodies, which was held at Wansfell College on the outskirts of London, under the sponsorship of the International Council.

My wife and I also did some international travelling during this time, some of it with professional connections. Following the Grenoble meeting in 1972, we had a holiday in Greece and then joined a three country tour which was organized by my colleague, Jindra Kulich. We visited Vienna, Budapest and Porec (Yugoslavia), in each place holding meetings with adult educators and exchanging ideas and experiences. In 1974, we joined a group of Canadian adult educators which had been organized by the CAAE and had a most memorable visit to China. This was during the tail end of the "Cultural Revolution" in that country and it was a privilege to be able to get a glimpse of that controversial social experiment. I was to return to that country in 1984.

I also did a great deal of public speaking during these years. Some of it was at conferences of adult educators in various parts of Canada, mainly in my capacity as President of the CAAE. Within B.C., I spoke on adult education matters at many meetings, including some held in connection with the emer-

gence of several community colleges. I also did quite a lot of speaking about my experiences at the Third World Conference on Adult Education in 1972.

5. *Writing and Research*

I was not able to put as much time into historical research and writing in these years as I did subsequently, when I became a faculty member, but I did do some such work. Again, this will be dealt with more extensively in a later chapter, but a few notes here.

The most substantial piece of research I carried out was a major one. I decided to move into territory which was virtually untouched and to look into the history of adult education in the Province prior to 1914. In 1970 I was successful in getting a grant from the Canada Council to help cover the cost of this research. The resources for such research were largely primary ones. I spent a great deal of time looking through some leading newspapers in the Province for material about adult education in the early years. With the help of the grant, I was able to employ daughter Janet for some of her summer vacation in 1970 to help with the newspaper scanning and other tasks. Although there were indexes for some of the newspapers, they were prepared by people who had never heard of adult education, so almost nothing was available by those means. I also did quite a lot of work on the reports of government departments, going back to colonial days.(1) More about this project later, but I should mention that although I did not arrange for publication of the overall study (and did not at any point intend to), I used material from the study for a number of articles which were published during this period—in the *B.C. Library Quarterly* (about Barkerville)(2) and in the CAAE journal, *Continuous Learning* (about the origins of night schools, and about mechanic's institutes and similar organizations in the Province in the early years).(3) I was to call on this study a great deal in subsequent years, for research and teaching. I did much of the research for this study (many, many hours before the microfilm readers in the library) at odd times when I could, gave some solid time to it at the beginning of my study leave in the summer of 1970, and did a great deal of the writing while I was a visiting research fellow at the Ontario Institute for Studies in Education (OISE) in the fall of 1970.

Another aspect of my research interests was reflected in a history of the B.C. Adult Education Council (which had functioned between 1954 and 1961 in the Province), which was published in 1969 as a monograph in the Occasional Papers series published by the Extension Department. (4) Jack Blaney and I co-authored a monograph on continuing education in the professions which was published in a similar series by OISE.(5) I had several articles published in the journal of the CAAE besides the two mentioned above, and also several in the journal of CADESS. My article on the Tokyo conference of 1972, which

was first published by CADESS, was reprinted in the adult education journal in India.(6) Jindra Kulich and I co-authored an article about adult education in B.C. which was published in the *Scottish Journal of Adult Education*.(7)

I will deal with other publications of this period in a later chapter, but I wished to say enough at this point to indicate that when I decided in 1973 to see whether I could arrange to transfer to the Department of Adult Education in the Faculty of Education, I was fortunate in that I had a publication record of modest proportions to which I could point. At least some of the faculty members in Adult Education were not prolific authors, so although I had been a busy administrator, I had amassed a publication record which was greater than that of some of the full time faculty members.

Decision to Seek Appointment as a Faculty Member in the Faculty of Education

I have said enough already in the foregoing sections to indicate some of the reasons which prompted me to wish to leave my position in the Centre. In summary, I became tired of trying to defend and seek resources for the Continuing Education staff and program in the face of massive indifference—and worse—on the part of some parts of the institution, including at times, the President's Office, to which we reported. It was a privilege to have been the Director of such an outstanding continuing education organization—certainly one of the few most outstanding ones in North America. But certain aspects of the work were discouraging, and certain incidents brought home the fact that our interests were not taken very seriously by the institution. In addition to the discouragement, I began in the early Seventies to feel stress in the job. It began to seem to me that I should change to a job from which I received more satisfaction and experienced less stress. I feared for my health, and I also wished to feel more positive towards my work than I was currently experiencing.

I had from time to time speculated about the wisdom of trying to move into a faculty position. I enjoyed teaching, and had had a taste of it when I shared the teaching of a credit course in 1968-69. I also had been guest lecturer in quite a number of courses. I enjoyed, and felt I had some aptitude for one-to-one relationships of the kind which abounds in the supervision of student work. As mentioned above, I had done quite a lot of academic research and writing while I was in continuing education, making use of my training in the field of history and my capacity to write reasonably well.

So as discouragement mounted, and the effects of stress became more apparent, I consulted with Mary and we agreed that I should try to make a move into teaching. The "natural" place to go was into adult education, though my formal training was not in that field. My career and professional standing

were in that area, however, and I felt that it was not only where my interest lay, but also the place I was most likely to be able to find a post.

In early October of 1973, I broached the subject with Bill Armstrong, to whom I reported. He encouraged me to take it up with Dean John Andrews of the Faculty of Education. I had also discussed with Armstrong the possibility that I might be able to take my salary with me in such a move, thus not making the move dependent on the academic department having a position to fill out of its own budget. Armstrong did not think this was impossible and he encouraged me to pursue it. I cleared with my senior administrative colleagues in the Centre the matter of my taking my salary with me, and as a gesture of support and friendship, they agreed that this was a satisfactory basis on which to proceed. I wrote Dean Andrews a formal letter about the matter and he subsequently suggested to me that I talk it over with the Department of Adult Education, into which I was hoping to move. The newly-appointed Chair of that group was Dr. Gary Dickinson, whom I knew reasonably well. He said he would make inquiries of his colleagues and let me know. He soon got back to me and said yes, they would like to have me join them, but only if I could indeed bring my salary with me. They were in the process of hiring an additional faculty member, but they would be looking for someone with a doctorate and academic experience in the field. But in addition, they would be glad to have me join them if I could arrange the salary matter.

The time had apparently come to move all this to a more formal level. In the early days of January, 1974, I wrote a confidential letter to President Gage setting the whole matter out and asking for a meeting with him. At our subsequent meeting, the President was very encouraging and told me to go ahead and send a formal application and copies of my c.v. to John Andrews. There was some back and forthing over the next few weeks, including an agreement with Andrews that I would be appointed as Associate Professor at a salary of $27,000 (which was $3,000 less than I was making as Director of the Centre). Andrews said, however, that he knew from some recent cases which had come before the Senior Appointments Committee that he would not be able to get an appointment with tenure for me. I agreed to all this.

It was at this point that something happened which was to have profound significance for my future career. John Andrews called me in the late afternoon of April 30, 1974, saying that he had just come away from the meeting of the Senior Appointments Committee and that on the way into the meeting, the President had said to him, "Oh, Gordon has served the University for quite a long time; I think we should appoint him with tenure". And this was subsequently approved by the committee. So I had a double reason to be grateful to Walter Gage. Not only did he make it possible for me to take my salary with me in making the changeover to becoming a faculty member, but at this cru-

cial stage, he intervened to persuade the committee to do what it normally did not do, grant me tenure from the outset. I had had reason, I thought, to be impatient with Walter Gage in terms of his undervaluing the role of continuing education work, but at this personal level, this was a generous act for which I was extremely grateful. The significance of being granted tenure from the outset was that whereas without it, I would have been under great pressure to go away and get a doctoral degree at some point, being given tenure meant that whether I ever did so was entirely a matter of choice. It also meant that I felt I was under less pressure, from the outset, to publish in the "right" places and generally engage in activities which would be calculated to earn brownie points in the right places.

It had early on in the process been decided that my appointment to the Faculty would take place as of July 1, 1974. My assumption was that the break would be a clean one at that time. However, a week or so before the crucial meeting decribed above, the President had indicated to me that he might wish to have me stay on in the Centre for a longer period. My colleague, Jack Blaney, had just been appointed Dean of Continuing Studies at Simon Fraser, thus becoming the first head of such work in a Canadian university to be granted a deanship. SFU had been after Jack for many months and in the end had made an offer that was "too good to refuse". I was very happy for him. Simon Fraser was getting a first class person and a wonderful leader. The President indicated that he did not know the rest of the people in the Centre very well and he asked me to stay on for an undetermined length of time, dividing my time between the Faculty and the Centre. After consultation with my new Department and confirmation with John Andrews, it was agreed that I would look after my teaching assignments in Adult Education, but not be asked to do anything else as long as this shared time arrangement was in effect.

This arrangement remained in effect until early February of the following year. I was granted a supplementary honorarium to my basic salary for as long as I did both jobs. During this period a number of things changed. Bill Armstrong, with whom I had worked so happily over the years, left the University in the fall of 1974. Also in that fall, Mary took on an attractive new position as head of the Neighborhood English Classes for Vancouver Community College (which was an important step in her career) and Daughter Janet became Director of a theater company in Edmonton, where she had just gained her MFA degree. Another of my senior colleagues, Knute Buttedahl, decided in the late fall of 1974 to leave U.B.C. and go to work for the International Council for Adult Education. Of the senior four administrators in the Centre for Continuing Education, this left only Jindra Kulich still on the job. In the early weeks of 1975, I secured the consent of Walter Gage to give up my role in the Centre and formally resigned (as of February 4), recommending that Jindra be appointed Acting Director until a new Director was in place.

So it was that as at the beginning of my term as Director, there was a period during which I looked after the job on a part time basis. This made for a further rather strenuous seven months or so, but it was a relatively "carefree" time in that I knew I was leaving the problems of continuing education behind me in the foreseeable future. I still cared deeply about the fortunes of the University's continuing education activity and was to remain in close touch with it over the years, and with Jindra Kulich, who after an interval of a couple of years during which there was another Director, eventually was appointed to that post.

These were important years in my personal and professional life. I have never worked as hard as during those eight years. They were also the time in my life when I was tested as a leader of human enterprises. Judgments will vary as to how I did. But for me it was a time during which I had an opportunity to utilize resources to strive for ends which I thought were worth reaching, in the ways that I thought it should be done. I had many exceptional experiences and many opportunities for growth as a person and as a professional. As I have indicated, it was a stressful time as well. I was happy to be moving to a position where life was in some respects less demanding.

Nothing one ever does is "wasted", in the sense that we call on all our previous experience as we move through life. In my case, my years as a programmer, and subsequently Director in university continuing education, as well as my time in university administration, were extremely important to me in my subsequent teaching career. I brought to teaching a wealth of experience as a practitioner in adult education and institutional life that was beyond anything my new colleagues had experienced, and of very great value to me, and I think my students.

I was 48 years old when I was appointed to my faculty teaching position. It was in my thinking at the time, I recall, that if everything went according to expectation and I worked through to a normal retirement age, I would have about divided my working life in half between being a practitioner in adult education and being a professor "talking about" adult education. It has been a fine combination, and on many occasions I have thought what a fortunate decision it turned out to be to get out of the stresses of an administrative position when I did and turn to a life which had a different range of challenges and satisfactions. And as things turned out, I was not finished by any means with involvement in the field of practice of adult education. Further rich experiences lay ahead.

5

Associations of Adult Educators

Our doubts are traitors,
And make us lose the good we oft might win,
By fearing to attempt.
William Shakespeare, "Measure for Measure"

Enough, if something from our hands have power
To live, and act, and serve the future hour.
William Wordworth, "The River Duddon"

... a firm and constant league of mischief.
Edward Clarendon, "History of the Rebellion"

Before going on in the next chapter with an account of my subsequent work in the Faculty of Education, it is perhaps timely to break in at this point and deal with my considerable activity in organizations of adult educators over the years. Much of my most prominent work in such organizations took place during the twenty year span in which I was engaged as a practitioner in the field. Some reference to this has already been made in the previous two chapters, and it seems appropriate to deal more fully with that activity here, even though some aspects of it go beyond 1974, when I left the Centre.

For the entire length of my career in adult education I have been actively engaged in leadership positions in organizations of adult educators. As I have mentioned already in Chapter 2, at John Friesen's suggestion, I called on some leading figures in the Canadian Association for Adult Education and some other organizations even before I returned West to take up my position at U.B.C. in 1954. And within a matter of days after I began work at U.B.C., I attended the organizational dinner which paved the way for the establishment of a provincial organization for the field.

I clearly have been attracted to activity in organizations during my working life. I am not entirely clear why this is so. Certainly my parents had been

extremely active in both church and other organizations while I was growing up, but I am not aware of gaining any attraction for such activity at the time. During my youth, high school and university days, I was not particularly active in organizational and committee work. I am not generally a very "social" or chatty person and perhaps I am attracted more to relations with other people which are focussed on business to be dealt with, rather than just social activity in the usual sense of the term. I have enjoyed the give and take, humour and general good times involved in small group meetings particularly—the kind of thing which is typical of meetings of boards, executives and committees in organizational life. I think I "performed" at my best in such settings. I have never been as fond of large meetings. In my teaching work, I heard my colleagues complain at times about having to attend administrative and other faculty meetings, whereas I enjoyed such activity and positively looked forward to such occasions—when it was about business I thought was worthwhile.

Another factor which was at work in connection with this matter was, I think, the times. I happened to enter the field of adult education when the field was gaining a sense of its own identity and a form of professionalism was coming to the fore. The times were "right" for organizations of those engaged in such work to emerge. They were formed for a variety of reasons: in order to provide opportunities for communication across the various aspects of the field, to provide a means of expressing a sense of common identity in this emerging field of practice, and to provide a vehicle for advocacy activity on behalf of the work. In one of my major research projects I documented to my satisfaction the fact that the 1950s were the period during which a more professional spirit came to the fore in Canadian adult education.(1) This was precisely the decade when I entered the field and thanks to the support of my boss, John Friesen, I was given the opportunity to give a considerable amount of time to work with and for professional organizations, provincially and nationally.

I think there was another reason which lay behind a lot of this activity. It had to do with my feelings of being a Canadian, and a sense that we had to develop in Canada a variety of strong organizations in my chosen field which could serve Canadian practitioners in Canadian ways, and as appropriate to our Canadian context. Many Canadians (and Americans living in Canada) tended to look to the bigger, more affluent American organizations, especially the American Association for Adult Education (and its predecessors) for their affiliation and conferences. I tended to be critical of this, not out of a sense of anti-Americanism, but because I felt that as Canadians, working in a cultural and social setting which is different from that in the United States, we should devote our energies to creating and strengthening Canadian organizations. I look upon it as "pro-Canadianism" on my part, and such convictions were never far from my mind as I gave my energies to supporting organizations here in British Columbia and at the national level.

Canadian Association for Adult Education

I probably have put more time and energy into the Canadian Association for Adult Education (CAAE) than any other organization, certainly at the national level. My entry into CAAE activity was initially in connection with the interests of the B.C. adult education body, but I will leave the details of that until the next section. I became aware of the CAAE when John Friesen suggested I call on people there before I went West to take up my duties in 1954. It was then that I first met one of the most remarkable people I was ever to meet, Dr. Roby Kidd. Roby was the Director of the CAAE at the time I met him in 1954, and the leading figure in Canadian adult education, partly because of the position he held with the national organization. He had a "national mandate" in the field. The thing that was so important to me about those initial contacts with Roby Kidd was that he treated me like a fellow worker in the field, a partner, not a "new boy". From that very first contact I respected and was drawn to Kidd as a person, and therefore to the affairs of the CAAE, of which he was the leader. Though I had not yet reported for work in my new field of activity, I already was given the sense that I could count for something and was a valued colleague. I was "on side" with the CAAE from the earliest moments of contact with Roby Kidd, who was to be a lifelong friend, as he was of so many people. My "heart" was with the CAAE from the very first days of my employment. This was if anything reinforced by the fact that John Friesen had had a long association with the CAAE and was a close friend of Roby's from their years together at Columbia University. And not long after I started to work at U.B.C., Alan Thomas joined our staff. He had worked for two years with Roby at the CAAE before going to Columbia to do his doctoral work, and though I didn't know it at the time, he had hopes of returning to work for the CAAE (as he eventually did).

John Friesen took the lead in two significant ventures in the mid-Fifties which involved me in further contacts with Roby Kidd and the CAAE. The first was the process which led to the establishment of the Adult Education Council of B.C. John enlisted the support of Laurie Wallace of the Department of Education and Graham Bruce, Head of Adult Education for the Vancouver School Board, in co-sponsoring a dinner of representatives of a wide variety of organizations interested in the field of adult education. This took place within a month of my beginning my job in Extension. Roby Kidd was invited to speak to the dinner meeting, out of which came the decision to found a provincial organization. The other event came about in the summer of 1956. John persuaded the Dean of the newly-established Faculty of Education, Neville Scarfe, whom John had known in Winnipeg, to offer the first credit course at U.B.C. in the field of Adult Education at the 1956 Summer Session, and Roby Kidd was invited to teach it. As it turned out,

Roby and two of his sons, Bruce and Ross, stayed with us at our house while he taught the course. Shortly before that, John Friesen and I attended in Kingston, Ontario, what was for me my first National Conference and Annual Meeting of the CAAE. As part of my programming duties in the Extension Department, I was serving as Provincial Secretary of a well known CAAE/C.B.C. citizenship education project, Citizens Forum, and in Kingston I also had an opportunity to attend a national meeting of those responsible for that project. I was on the program as a speaker, talking about the operations at the regional/provincial level.

Following the first regular conference of the B.C. adult education organization, which was held in late 1954, I was made available by John Friesen as the continuing Executive Secretary of that body. This became part of my regular duties for the next six years. In that connection, I attended a Western Regional Conference sponsored by the CAAE in Saskatoon in May of 1955. As a result of consultations between the officers of the CAAE and representatives of interested parties in the four Western Provinces which took place at a similar Western Regional Conference in Banff in the spring of 1957, the provincial bodies were given the right to name a representative to the governing body of the CAAE and I was named to that position. Thus began a long period of my direct participation in the affairs of the CAAE. Later in 1957, in connection with my programming in the field of public affairs (and related to a national study which the CAAE was conducting on aspects of such work) I was funded by the CAAE to visit several centres on the West Coast of the United States to look into organizations which were conducting public affairs education, especially those which also involved the mass media in the work. My report on my consultations must have been found to be useful because later in the same year I received a further travel grant, with the help of which I spent a full month travelling, looking into similar kinds of work in San Francisco, New York, Cleveland, East Lansing, Chicago, Madison and Minneapolis. Our U.B.C. connections with the CAAE were further cemented in the year 1957 when Larry MacKenzie, the President of U.B.C., became President of the national body.

I remained a member of the Board of the CAAE for the next fourteen years, being a part of its development over that period of time. The CAAE was greatly changed in structure in the early Sixties. Under the leadership of Alan Thomas, who moved from U.B.C. to the staff of the CAAE in 1961 and became Director a year later, the organization became a more professional organization (and less the expression of a social movement). The B.C. organization played a leading role in precipitating some of these changes. At its semi-annual conference in June of 1961, the B.C. Adult Education Council resolved that the provincial organization should be transformed from a clearing house council of agencies, which it had been since its creation in 1954, to

an organization in which there would be personal memberships. The further decision was that the B.C. body be transformed from an autonomous organization to one which was an integral part or "Division" of the CAAE. In order for this to happen, the CAAE would have to change its structure, providing for such provincial divisions in any regions where a provincial group asked for such status.

The CAAE was co-operating with the French language counterpart organization, the ICEA, in holding a national bilingual conference on adult education in the fall of 1961. The B.C. organization sent a delegation to the National Conference and arranged as well for discussions between the B.C. group and the officers of the CAAE about the implementation of the B.C. proposals. It was of assistance that Alan Thomas, who was one of the chief architects of the B.C. proposals before he left the Province, had by this time become a senior staff member of the CAAE and could help interpret the wishes of the B.C. people to the national organization. The consultations between the two organizations, which took place in three sessions interspersed between sessions of the main conference, were a memorable time for me. I had the task, as Executive Secretary of the B.C. body, of taking the lead in the presentation of our proposals to the national representatives. Our proposals called for substantial changes in the structure of the CAAE and I remember at the time that I had quite a selling job on my hands. This was perhaps the first time in my working experience that I was put in the position of taking significant leadership at the national level, and I can still remember the feelings of trepidation with which I approached my responsibilities on that occasion. We "sold" our case, however. The CAAE was convinced that our recommendations provided a satisfactory basis on which to proceed, and though it took some two years to fully implement the divisional structure by means of constitutional amendments, this eventually happened. B.C. was the first, but by the end of the decade, there were six provincial divisions of the national organization. In the same set of constitutional amendments which took place at this time, the old, broadly representative "National Council", which had been the governing body of the CAAE, was disbanded in favor of a much smaller, more professional "Board of Directors". I continued my membership of this new body, varying in status from elected member, to representative of the B.C. organization, to Western Vice President.

I was attracted to the CAAE for a number of reasons. It had been in existence since 1935 and was in a sense the Canadian national "presence" in the field. If I wished to affiliate with and support a Canadian national organization in my field, the CAAE was it. As I have said, I also had a strong bond with Roby Kidd, one which was strengthened over the years. When he left his position with the CAAE in 1961, he was replaced, after a one year interregnum, by Alan Thomas, also a close friend. I was also attracted to the organization in a

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philosophical sense. My ideas about adult education included a strong sense of its importance in the fields of social and cultural development. This was consistent with my programming responsibilities in citizenship education. The CAAE had always played a strong leadership role in citizenship education and its mission statements consistently put stress on this aspect of the field. I was therefore particularly attracted to the work of the CAAE under the leadership of both Kidd and Thomas, both of whom tried to combine support for emerging professionalism in the field with a continued support for the social development role of adult education. The CAAE was for these reasons a comfortable "home" for me, and I believed it to be worth supporting and giving energy to. In working in the CAAE I also was able to meet leading adult educators from across Canada and to keep in touch with national and significant regional developments in other parts of the country.

I have made reference already to two aspects of CAAE affairs in which I was involved. The constitutional changes which were triggered by the B.C. proposals of 1961, but which went much beyond them in scope, provided me with an opportunity for national involvement. I was named a member of the committee which was studying and formulating revisions to the constitution. This provided a chance to become thoroughly acquainted with key figures in the national body and with the nature of the organization. The work of this committee went on for some two years. The other connection I had with the CAAE in this period was in the context of the national program, Citizens Forum. This was a world famous project in adult education circles, combining as it did the use of listening groups, the print and broadcasting media and a feedback process. Having inherited responsibility for the provincial aspects of the program in B.C. when I joined Extension in 1954, I was involved in the period of intensive experimentation which went on for the following 8 or 9 years, as Citizens Forum converted to television, eventually gave up its operations at the provincial level, and subsequently changed out of all recognition when it became an "open line" radio show (Cross Country Check-up) and totally abandoned the listening group dimension. In the context of all these changes, I broadened my experience in the field, had contacts with a number of people from the C.B.C. and from other regions of Canada, and was engaged in a sustained way in learning about how our far-flung country does and does not work. One other item I might mention, not because it was at all major in the scheme of things, but because I found it personally memorable, took place in June of 1957. The CAAE made annual awards at that time to organizations which had done noteworthy programming. The award was named after Henry Marshall Tory, a prominent founder of many educational institutions and organizations in Canada. In 1957 the award went to the national Y.W.C.A., in recognition of a program in the field of citizenship. Their national conference was being held in Vancouver in June of that year and I was asked by the national office of the CAAE to act on their behalf in

presenting the award. I have always been a fan of the YW and I was pleased to be given this task. It was a particularly pleasant occasion, the presentation went well, I think, and we all had fun over the fact that the National President of the YW, to whom I presented the award, was a very diminutive woman, and we were quite a pair on the platform. The occasion remains in my mind's eye to this day, and I was pleased to represent the national body on that occasion.

I continued to serve on the Board of the CAAE through the early Sixties, being Vice President for the West for a number of years. I played an active part on the Executive for much of that time and served on a number of committees. In the year 1964-65, I was President of the B.C. Division of CAAE as well.

One particularly significant project I was involved in was the production of a statement of policy concerning the role of adult education in contemporary society. Alan Thomas came up with the idea and did virtually all of the writing on what became *A White Paper on the Education of Adults in Canada*, which was issued in 1966, after two years of work.(2) The White Paper called for "an articulated system of continuing education" for Canada. It was a further development of Thomas's ideas, linking adult learning with all aspects of human development and with social and economic development. Some 25,000 copies of the White Paper were printed and it was widely distributed across the country. I had no real role in the writing of the document, but was chairman of a committee which vetted the various drafts and made suggestions about further development of the text. It had been some 20 years since the CAAE had issued a declaration about the role of adult education in Canadian society and the scale of the distribution of this one was unprecedented. The document was given particularly wide distribution, not only in the adult education community, but also among public education officials across Canada.

I became President of the national organization in June of 1967, just as I was returning to the Extension Department from the President's Office, and served in that capacity for the following two years. This was while my close friend, Alan Thomas, was still the National Director of the organization and we worked smoothly together. These were active and "strenuous" years for the organization. Two trends were combining to cause people to ask questions about the organization. The first consisted of the populist tendencies which we associate with the 1960s. More and more members became impatient with the rather complicated relationships which existed between the national organization and the provincial divisions. It struck many as too bureaucratic and as tending to cause the organization to lose sight of the urgent social issues which were so much to the fore in that period. I am not at all sure that this was fair comment, but it was a widely shared perception among a number of the emerging young leaders in the organization. The other thing that was

happening was that the provincial divisions of the CAAE, which tended to be dominated by professional concerns in the field of practice, came to feel that the national organization was not as responsive to their wishes and interests as they felt it should be. Some combination of these and other factors led to a dwindling of support, financially and otherwise, for the CAAE, rendering it less and less able to respond to such criticisms as they were voiced. I think it should also be said that there were conflicting demands on the organization and that it became increasingly difficult, if not impossible, for such a small association to respond to them all. Alan Thomas and the national officers were doing their best to respond to both professional needs in the field and also emerging social movements in the country and neither sector felt that enough was being done.

An organization such as the CAAE, which has a small budget and staff, moves mainly in the directions preferred by the Director and key officers. The Director raises most if not all of the project money, which is the bulk of the budget, and he naturally raises those funds for projects which he thinks are most important and interesting. As President I was in agreement with Thomas's priorities, which I saw to be mainly two: stimulating and providing assistance to emerging professionalism among practitioners in the field of adult education; and attempting through public advocacy to link adult learning to all aspects of public policy and social development. In any such organization, especially one with far-flung membership across a huge territory, there is bound to be some criticism of its operations, as persons of various persuasions see that the organization is not implementing the sorts of programs or services which they happen to want. The task of the staff and the national Board was to try to balance these forces—the initiatives taken by the Director on the one hand (which are often responsive to where the money is, not necessarily where the Director personally wants to go); and the "demands" of a broadly diversified membership on the other, as expressed largely through the representatives of the provincial divisions. Thomas did a marvellous job of managing these various forces, but as the Sixties wore on, the situation became more and more difficult.

As President, I was back and forth across the country quite a lot during my time in office speaking to provincial associations and trying to interpret the mission and services of the national body. I spoke to a meeting in 1968 which resulted in the formation of an Alberta Association. This was a particularly significant one because people in Alberta, feeling that there were problems within the CAAE, especially in responding to the needs and wishes of the provincial divisions, decided that they did not wish to become a division of that body, and set themselves up as an autonomous organization.

In 1967, the year of the Canadian Centenial, the CAAE hosted the first-ever North American Conference on Adult Education. It was held in Montreal, the Expo site, and was attended by a large number of delegates from Canada and the United States, and as I recall, a handful from Mexico. There was a great deal of difficulty in achieving satisfactory communication with the movement in Mexico. Out of that conference came a North American Committee on Adult Education, of which I was a member for at least two years. As I recall, Alan Thomas attended a few more meetings of an inner group representing the three countries, but for some reason the effort could not be sustained and it just disappeared. This was a time when regional organizations of this kind were emerging in some other parts of the world, and this was an effort to create such a body for North America. The Americans were quite anxious that something happen, but were sensitive to the fact that leadership coming from them might be intimidating, especially in the case of the Mexicans, and they were glad to have Canada take some leadership in the matter. Alan tried, I'm sure skilfully, but it just didn't take.

By the late Sixties, there was an acute feeling of malaise within the CAAE, especially in some quarters. During the year 1968-69, a national committee chaired by Don Snowden of Newfoundland, of which I was a member, worked at redefining the goals and structure of the organization. A report was presented to the Annual Meeting in the fall of 1969 which was pretty strong stuff and some strong words were said during the discussion of the committee's report. They did not clear the air, and some of the strongest critics of the Association felt that the committee report had largely been "swept under the rug". Some resignations followed. I should add that the 1969 Annual Meeting was the end of my two year term as President. I was still on the Executive as Past-President, but I was no longer in the President's chair.

Before going on with the main story of the CAAE's development, I should mention that in the fall of 1968, the CAAE was successful in securing from the Kellogg Foundation in the United States a large three year grant for the purpose of exploring the formation in Canada of a national body which would serve the interests of the emerging community college systems in this country. I was an ex officio member of the Board of the Commission for the Community College which, I think, did extremely useful work. At the conclusion of the Commission's three year life, the college people in the country established a permanent ongoing organization of an autonomous nature, which has continued in existence to the present day.

The turmoil in the affairs of the CAAE continued for several years. Alan Thomas left the Association in February, 1970. By that time, a process was under way which led to a dismemberment of the provincial divisional system, leaving the six provincial organizations to reconstitute themselves as

autonomous bodies. The CAAE itself was re-organized and a new, more grass roots style of operation was put in place. This might have worked if the right kind of leadership had been recruited, but none of the key people who brought about the changes was in a position, or willing to become Director, and things sputtered along in confusion for several years, the Board not being in a position to agree on, or clarify the directions in which the Association should go. Things remained in this state, generally, up to and beyond the time in 1971 when my term on the Executive came to an end.

I was still extremely interested in the CAAE and felt that potentially it still had an important role to play in and for the field. A good friend, Donald Brundage, served as President during these difficult years and coped remarkably well in a most difficult situation. I was a vitally interested member and I'm sure made a pest of myself during this period sending message after message of advice on this and that matter to Don Brundage—all in the interest of trying to help the organization pull itself out of the doldrums. During the debates about the nature of the organization which went on for 2 or 3 years at the end of the Sixties and into the Seventies, I had argued for the CAAE relating itself closely to the emerging professional corps in the field, providing services which would be valued by this group. This point of view lost out in the discussions, however, and the model that was adopted was a "social movement/social issues" model which was strongly aimed at social change. (I too felt that the latter was an important dimension of the Association's work, but not perhaps the dominant one.) My series of suggestions which I insisted on sending to Don Brundage were largely aimed at putting in motion under CAAE sponsorship some services which would be of interest to working professionals in adult education. These mainly came to naught, but I kept trying because I cared deeply about the CAAE and felt it had a continuing role to play.

These feelings led me in 1972 to run again for election to the Board of the CAAE and I was duly elected—and back in the fray. The CAAE was in a bad state: it was doing next to nothing in the way of services to the field and was mired in a lack of agreement within its Board as to the directions in which it should be going. It was my view that the best way to begin to recover the fortunes of the organization was to begin to provide services which would be of value to practitioners. There was a tendency in the organization at the time to reject the views of professional elements in the field in favour of attempts to facilitate social change. It was my contention, however, that we should as well provide professional services of relevance to practitioners and In this way, revenues could be produced and adult educators across the country could see solid reasons for wanting to belong to the organization. These were not the only things the CAAE should be doing, but they were both useful and well calculated to advance the flagging fortunes of the organization. At the same time I was sending program suggestions—some of them developed in some

detail—to the national body. Some of us in the Vancouver area, with leadership from Michael Clague, who had been one of the key figures in the decisions which reshaped the CAAE at this time, were meeting and sending suggestions to the Director and the Board of the CAAE.

The year 1972 marked the early stages of a turn-around in the fortunes of the CAAE. I like to think I played some small part in this, by continuing to press for what I saw to be useful projects. In the fall of the year, we had a particularly productive Board meeting and I was assigned two program development tasks. One was to make suggestions for a series of continuing education programs designed for adult educators, and the other to develop a proposal for a series of educational travel projects of particular interest to adult educators. The only thing that came of all this, as I recall, was the tour to China in 1974 by a party of adult educators under CAAE sponsorship (in which Mary and I took part). But to my mind, at least as important as any practical results of these discussions was the fact that under Don Brundage's leadership, we were building an action agenda and the pall of frustration and sense of drift in the CAAE were lifting.

A little later in the fall, I took on another assignment as a CAAE Board member which was to lead to a great deal of interesting activity on my part. I was asked to chair what came to be called the International Relations Committee of the Association. This committee brought together a number of interests related to international activities. Several of us who were active in the CAAE, especially Alan Thomas, Bert Curtis and myself, were actively involved in a task force which had been put together by the Canadian Commission for UNESCO for the purpose of making known the outcome of the Tokyo Conference on Adult Education which had been held in the summer of 1972. The work of that group was to involve co-operation with the CAAE. Secondly, Roby Kidd and others (including myself) were engaged in the early stages of the formation of the International Council for Adult Education (ICAE). Roby had been successful in getting the promise of funds for the new body, from the Canadian International Development Agency and some other aid agencies, but the ICAE was not yet a legally constituted entity and it was arranged that funds would come "through the books" of the CAAE and then be turned over to the ICAE. There was some confusion about the matter at an early stage and it was referred to the Committee for clarification. At this time, I was also the CAAE's representative on the Board of the International Council. A third aspect of the Committee's work arose out of the fact that the CAAE was in possession of approximately $2,000 which was left over from the first North American Conference on Adult Education which had been held in Montreal in 1967. We were responsible for overseeing further activity arising out of that meeting. In addition, the CAAE itself was interested in raising funds in Canada to enable it to undertake international aid programs,

and the Committee was commissioned to explore that area as well. I remained the Chair of the International Relations Committee until 1975, when John Morris of New Brunswick took it on, and I continued as a member for several years after that.

In 1974, by which time Alan Thomas had returned to Toronto from his position in Ottawa as Executive Assistant to the Minister of Communications, he became the President of the CAAE. I was a member of the search committee which was set up to find a new Director for the Association and we were fortunate to be able to attract Ian Morrison to the job. Morrison had been the head of Frontier College for some years and was attracted to the opportunity, through the CAAE, to be involved in a great deal of advocacy work. No doubt the fact that Thomas was President gave him confidence that the CAAE would continue to be actively involved in such activity, Thomas himself, while Director in the Sixties, having put so much stress on that area of activity. I believe the CAAE was already coming out of the doldrums to some extent by the time Morrison came on board, but he greatly strengthened that trend. He gave effective leadership in both the administrative and program dimensions of the Association.

The year 1974 was one in which I had very valuable international experiences. I will discuss both of these in greater detail in a later chapter, but wish to mention them briefly here. In March, Mary and I went with a party of Canadian adult educators for a visit to China. This tour was organized by the CAAE, I think as a consequence of suggestions I had made earlier, but more immediately because of enthusiasm for the venture on the part of Marjorie King (of the Canadian Conference on Children and Youth) who was at that time an officer of the CAAE. We entered China via Hong Kong, had a little over two weeks there, and then came out by the same route and had a few days in Japan before returning home. China was at the tail end of the Cultural Revolution at this time and it was a most memorable time to visit that country. The other event of 1974 arose in part out of my CAAE connection and also because of my association with the International Council. Roby Kidd and his colleagues at the ICAE organized the first-ever meeting of representatives of national adult education associations, held for 4 or 5 days in September, at Wansfell College, a residential facility on the outskirts of London, England. I was both the representative of the CAAE to the meeting (I was at that time the designated representative of the CAAE on the ICAE Board) and also was the rapporteur of the meeting. It was there that I first met Budd Hall, of the ICAE staff, who was later to take over as the Secretary-General of the ICAE.

In 1975, I decided that with the conclusion of my term of office on the Board of the CAAE, I would not seek re-election. I had switched to a faculty position at U.B.C. by this time and was less free to attend meetings elsewhere and

had very limited funds for travel. At the same time, I assumed I would give up both the Chair of the International Committee of the Association and my role as representative to the ICAE. John Morris did take over the committee, but I was asked to stay on with the ICAE for the time being.

Though I was going off the Board of the CAAE, my commitment of time and energy to the Association was to increase rather than diminish as a result of becoming editor, beginning in 1976, of the Association's new journal, *Learning*. There was some fumbling about for several months over this matter. It appeared that Alan Thomas and Ian Morrison had some fairly firm ideas about what they wanted the newly-launched journal to be like. They therefore decided to put out the first issue themselves, from the Toronto offices of the CAAE, I suppose to provide a model for subsequent issues. I took over in 1976, had my term renewed in 1978, and continued to edit the journal until the following year, when I went on leave of absence from my faculty position and asked to be relieved of the responsibility.

The arrangements concerning *Learning* were perhaps unusual. I was the editor, located in Vancouver, but all the publishing and layout details were handled by Ian Morrison at the head office in Toronto. I solicited material (friend Jindra Kulich assisted me as book review editor) and put together the format in general terms, in the end mailing off to Toronto the full text of the issue, with detailed "instructions" as to what was to go where. As I look back at my notes of the period, however, I find that I had a rather uneasy relationship with the national office over the job—in two main respects. The first had to do with the frequency of publication. The journal was officially a quarterly one, but Morrison was inclined, for financial reasons, to delay the publication. I charged ahead and put together issues on a quarterly schedule, but the Toronto office delayed publication and got increasingly behind with the actual publication. I kept pressing and Ian kept telling me the Association could not afford to publish "yet". I concluded my editorial work in 1979, but it was a full year before the Association published the last issue I put together. I think it is likely fair to say that the "pressure" from me to publish the journal as close to on schedule as possible was a factor in the situation. When I ceased to be editor and the matter was left more exclusively in the hands of the Toronto office, although the fiction was maintained (at least for a while) that the journal was a quarterly, it came out very seldom.

The other area of unease in my relationship with the Toronto office had to do with the composition of the various issues. It was understood that Ian Morrison would exercise judgment at the last minute concerning composition. Late breaking news or events would crowd some of "my" items off the front page at times, and it was generally understood that this would be the case. But I find from my correspondence of the time that sometimes, when issues

appeared, I was taken aback by the degree to which changes had been made in the issues. I do not mean to suggest that there was rancor over this, but I think I was a little resentful at times, something which could have been avoided, perhaps, if Toronto had kept me informed about what was happening. Generally, however, it was a satisfactory relationship. I was pleased to be able to contribute to the Association by serving as editor of the new journal. I felt it was a kind of contribution I could still make, now that I had become a member of the teaching faculty. In addition, I learned a great deal from doing the job. The mechanics of production were largely out of my hands, but acting as editor kept me in touch with significant developments in the field across the country, something which was very valuable to me in my teaching role. Surrounded as I was in my academic department by Americans who knew and generally cared little about Canadian aspects of the field, it was important for me to be as informed as possible about the field in Canada. Not only did I believe this was important for my students, but it was also a matter of pride to me to be able to stress things Canadian. I will comment on this at greater length in the next chapter.

I was very pleased when at the Annual Meeting of the CAAE held in Saskatoon in October of 1979, I was presented with the Roby Kidd medal, in recognition of my contribution to the Association as editor of *Learning* for the previous three years. That was, I guess, my final official role in connection with the CAAE.

In June of 1982, I was involved as a resource person in a two-day national symposium organized by the CAAE which was held in Vancouver on the subject of "local learning centers". I had published a piece about such organizations in the newsletter of the Canadian Association for University Continuing Education many years before (3), one which had attracted some attention, and I suppose for that reason, I was asked to take a leading part in this meeting. A most interesting small group, with representatives from all regions of Canada (including the Territories) was assembled for the meeting, which we held in the U.B.C. Women's Resources Center on Robson Street. In addition to making a presentation, I was responsible for preparing a report on the meeting. I also had quite a lot of subsequent correspondence about the matters we discussed.

I had some further, rather incidental contacts with CAAE affairs. When I was in Shanghai in 1984 at an ICAE/China symposium, it was just at a time when the CAAE was trying to get a green light on a project (to be CIDA funded) in which the CAAE would work closely with one of the leading adult education centers in China, an institution in Wuhan. There was a hitch in getting a clear request from the Chinese government, which CIDA required. So while we were in China, we had a meeting one evening with the senior Chinese adult education officer, with a few of us interpreting the CAAE point of view and

Budd Hall serving very ably as an intermediary. The project was subsequently approved and funded, and my old friend, Knute Buttedahl (by this time living in Ottawa) was hired by the CAAE as leader/administrator of the operation. On I think three different occasions back in Vancouver, I met with parties visiting from Wuhan. My task was to provide a general description of the structure and characteristics of adult education in Canada. I still have a replica of one of the tomb soldiers of China, which was given to me by one of the groups.

I cared deeply about the CAAE for most of my working life. It represented to me an important continuing tradition of the adult education "movement" in this country. I believe strongly in the social and cultural role of adult education in society, as well as its role in the lives of individuals, and the CAAE represented for me that important Canadian tradition. Feelings of these kinds were strengthened by the fact that people I cared about and felt a kinship with were key figures over the years in the Association, as staff members and/or as elected officers. My sense of our Canadian traditions in adult education was very much tied up with the role which the CAAE had played during my time in the field and with my convictions concerning its continuing potential. My feelings about this were strengthened by the dismay I felt over the relative lack of interest on the part of my faculty colleagues in the Canadian dimensions of the field. The CAAE has meant a great deal to me for the reasons I have indicated, and therefore I have felt all the more distressed by the style of operation which the Association has adopted in recent years. I respect much of what the organization has done of late, but have not been happy with what I have perceived to be its lack of interest in relating to the adult education movement across the country. More of that further on. I have had some connections with the CAAE since the early Eighties, but of an ad hoc kind—taking part in particular events or attending meetings.

I have, however, remained close to the organization in my mind and my research work. Over the last decade I have written three extensive monographs dealing with the history of the organization and a number of other articles and book chapters about aspects of its work. In this connection, I have gone through many files, minute books, reports of meetings, etc. which have given me intimate knowledge of the work and personnel of the Association. I will provide more information about these publications in a subsequent chapter.

I suppose I have given more time and energy to the CAAE than to any other organization in my chosen field. I regret the feeling of distance, even alienation which I, and so many others have felt in recent years towards the organization. I am encouraged that at the time I write this, the CAAE is re-examining its operations.

Provincial Adult Education Associations: B.C.

The Canadian Association for Adult Education has seen itself, at least for most of its history, as an "umbrella" organization for the field: that is it welcomed membership from all segments of the field and has concerned itself with issues which affect the field as a whole. Since 1954 we have had a succession of three such organizations at the provincial level as well, and I have been associated with them all. At both provincial and national levels, we have had a proliferation of more specialized organizations in recent decades as the field became more fully developed, but at the provincial level, at least, I have been concerned mainly with these umbrella groups.

1. The B.C. Adult Education Council

I have mentioned more than once in earlier chapters that very soon after I arrived at my new job in the Extension Department in September of 1954, I took part in an organizational dinner which was co-hosted by U.B.C. Extension, the Vancouver School Board and the Department of Education, Victoria. John Friesen had set the wheels in motion, pursuant to a suggestion which was apparently made by my aunt, Mrs. Rex Eaton, at a Western Regional meeting which had been held in Banff the previous year. It is important to note that those who were invited to the dinner were there representing organizations—the Parent-Teacher Association, the Business and Professional Women, the Provincial and Vancouver Council of Women, the Women's Institutes, the Canadian Council of Christians and Jews, the United Nations Association, the Y.M. and Y.W.C.A. and a number of others, as well as the three sponsoring organizations. The point to be made is not only that persons were there as representatives of their organizations, but also that the vast majority of those who attended were not professional educators. They were in the main leaders of voluntary organizations, citizens who were convinced of the importance of adult education in our society, and whose organizations were active in such work.

The field was at the very beginning stages of its professionalization, a process which went on apace during the ensuing decade. To jump ahead a little in the story, one of the most interesting things about the organization which came out of that initial meeting—the B.C. Adult Education Council—was that if one studies the make-up of its Board and Executive, it is very apparent that although those bodies were dominated by citizen leaders from various organizations at the outset, by the end of the seven or so years of its existence, they were made up almost entirely of the professional educators. This was, in my view, not only a reflection of what was happening in the field of practice, but also a serious tactical mistake on the part of the educators involved (including

myself). We allowed the organization which was working on behalf of adult education to become dominated by the self-interested persons, the professional adult educators, instead of being suitably representative of the community interest in the development of the field. Quite apart from considerations of what would have been a satisfactory reflection of the field, it was politically unwise. We reaped the consequences in subsequent decades, I feel, when the organizations which were lobbying on behalf of adult education were, and could clearly be seen to be, arguing out of self-interest, in spite of all our fine words about concern for the community interest. The main point I wish to make for the present is that the organization which was constituted in late 1954, following the organizational dinner which was addressed by Roby Kidd, was made up to a large degree of the leaders of voluntary organizations in the Province.

This B.C. initiative resulted in the creation of the first of a "fresh round" of provincial organizations devoted to the field of adult education. I subsequently did some research into the matter and discovered that there had been at least six provincial bodies in existence back in the late Twenties and in some cases extending into the Forties, but that by 1950, all had disappeared.(4) What is also apparent is that most of those earlier organizations were essentially programming bodies, often with government financial assistance, rather than advocacy groups on behalf of adult education, much less professional organizations. B.C. led the way with a new approach to such provincial organizations in 1954, thanks to the leadership of John Friesen. There was some other related activity in other provinces during the Fifties, but a strong wave of provincial organizations did not really take place until the latter half of the following decade.

The leaders of the B.C. organization decided that what would be most useful was a series of what turned out to be regular semi-annual meetings of representatives of interested organizations at which information could be exchanged about the educational activites of the member groups, as well as presentations made by experts on topics of general interest in the group. The three "hosts", Friesen, Bruce and Wallace, were asked to constitute a committee to plan for the first such meeting, and to work towards holding two or three such meetings a year. As it happened, my cousin, Ethel Allardice, who was then the President of the Vancouver Co-ordinating Council on Citizenship, was a leading member of that committee, which also included representatives of the B.C. Parent-Teacher Federation, the Women's Institutes, and Knute Buttedahl, then representing the Vancouver Joint Labor Committee, but before long to be a colleague in Extension at U.B.C..

The first conference was held in the Library at U.B.C. in early December of 1954. Without being aware of it, really, we were following a pattern which

had been developed by the Joint Planning Commission, a CAAE project at the national level. A great deal of emphasis was placed, especially so at this first meeting, on exchanging information among the organizations as to what they were doing in the way of adult education activity. Fifty organizations gave three minute reports on their work, which took all morning and part of the afternoon. The B.C. Electric Co. hosted luncheon for the group and a representative of that corporation spoke about training in industry. After the conclusion of the brief reports, the balance of the day was devoted to the subject of education for citizenship, led off by the judge of the Naturalization Court in B.C. and a panel of four recent immigrants. This was quite typical of subsequent conferences, although the reports from the organizations subsequently took less of the time. This was usually followed by a program on some topic of interest.

The second conference was held in Victoria in May of 1955 and was attended by some 70 people, approximately the same number as were at the first. The special theme was a broad cultural one, summed up under the topic, "Adult Education for Full Time Living". It was noteworthy that although the meeting was held in Victoria, the vast majority of those attending came over from the mainland to take part. It was clear that those involved in the new venture were taking it seriously.

The report of the first conference was put together by the organizing committee, although I believe Knute Buttedahl did most of the detailed work on it. I wrote the report of the second conference. Just before or after the Victoria meeting, John Friesen asked me whether I would be interested in serving as the continuing Executive Secretary for the emerging organization, which he agreed would be part of my regular duties, and therefore at no charge to the Council. I was greatly interested in the new venture, and accepted gladly. From that point on, I was intimately involved with the business and activities for the balance of its life—until 1962, when it gave way to a different kind of organization.

The organization at first had no constitution or legal existence. We simply called meetings on a semi-annual basis and people continued to come. After some three years of operating on this basis, some persons who represented government operations explained to the group that they needed to have something a little more formal to describe to their "bosses" in order to get permission to come. So in 1957, the group assembled at the semi-annual conference in May, approved a constitution which had been drawn up since the previous meeting, creating the "B.C. Adult Education Council" A "Committee" of eight persons was to manage the affairs of the Council, but it was made clear that participants wished the organization to continue to function on an informal basis. The special position of the three founding organizations was recog-

nized in the constitution, each of them being given a place on the committee, as was the person who served as Executive Secretary (who was stated to come from the Extension Department). Four other committee members were to be elected by the membership, for two year terms, with two retiring each year. A further dimension of the organizational aspects of the Council's activity arose from the fact that just as the Council was being formally constituted, the national body, the CAAE, was recognizing the increased interest in organizations in the regions and provided places on its governing body for representatives of any such provincial groups.

I worked closely with the Executive Committee of the B.C. Council for the balance of its life. This was a most stimulating part of my work, keeping me in touch with representatives of various organizations and involving me in conference arrangments and a great variety of subject matter areas. As the formal links with the national organization came into effect, I handled all the related correspondence, and served as the B.C. body's representative on the National Council of the CAAE for most of the time. I also wrote some articles and news items about the B.C. group for publication in the CAAE's journal, *Food for Thought*.(5) I gradually became more involved in the work of the national organization as well.

All in all, the B.C. organization had some fourteen semi-annual conferences over the years 1954 to 1961. Most of them were held in Vancouver, but there were also ones in Victoria and at the Haney Correctional Institution. The topics of the sessions, over and above the usual brief reports from the organizations, tended to be in the area of the broad goals and significance of adult education, with citizenship education and liberal education being the most common topics. Professional aspects of the field were also evident, one session being devoted to "Factors Influencing Adult Learning" and another to "Trends in Adult Education". I continued to produce reports on each of the meetings (and some years later, in 1969, wrote a history of the organization).(6)

The business of the B.C. Council was for the most part conducted quickly and informally, as necessary, taking up little time at the meetings. On a couple of occasions towards the end of the Sixties business items were raised which were a bit troublesome. Suggestions were made which would have involved the Council engaging in advocacy activity, which most of the members, at any rate, were not prepared for it to do. It was a sign, perhaps, that it was time for a change. These were small incidents and were amicably dealt with, but it was becoming apparent that some of the emerging "professional" interests in the field were beginning to feel the need for an organization through which they could act as individuals, rather than one like the Council, in which they took part as representatives of organizations.

My association with the Council was a useful opportunity to increase my involvement with the national organization. For several years in the late Fifties I represented the B.C. body on the National Council of the CAAE. On the odd numbered years of the decade, the CAAE held Western Regional Conferences and these became a forum for consultation and discussion concerning the nature of provincial organizations in the West and their relationship to the national body. The meeting in 1957 worked out the terms of "affiliation" between the CAAE and provincial bodies and resulted in the arrangement whereby the provincial organizations were represented on the National Council. In 1959, the matter was taken a further step. I was one of those who spoke to the Regional Conference in Regina, putting forward the points of view of the provincial bodies. In doing this I pointed out that the provincial bodies were not part of the national one and were not in a position to carry out national functions (fund raising and the recruitment of members) for the CAAE within the Provinces. My suggestion, which was subsequently adopted, was that the National Council members in each Province should be constituted as a provincial executive for the CAAE in order to look after such matters. The details of all of this are not important at this distance in time, but what I think was important to me personally was that through my involvement in all these discussions, I strengthened my knowledge, experience and confidence in organizational matters, both provincially and nationally. It was a source of satisfaction to me that when Roby Kidd decided it was time to resign the directorship of the national organization, he and the Executive approached me to see whether I would be willing to take on the job. I was taken aback at the time that I, with no formal qualifications in the field of adult education, would be considered for the position, and in the end I turned it down, but I was very pleased to be asked. And that I was asked was an indication of the kind of exposure and involvement in the national body that I was able to have, arising out of my responsibilities in the B.C. Council organization.

In the late Fifties, the two national adult education bodies, the CAAE and the ICEA, decided to hold what had never happened before, a national, bi-lingual conference on adult education. In the end it was decided to hold it in late October of 1961, in Ottawa. The two national bodies, in turn, asked people at the provincial level to arrange provincial conferences, which would in effect act as lead-ins to the national one. Where there were provincial organizations of adult educators already in being, such as in B.C., responsibility for the provincial conference was assigned to them. In B.C., it was decided that it was time to review all aspects of the organization of adult education in the Province. It was decided to lengthen what would be the 14th semi-annual meeting to a two day meeting and to appoint well in advance a series of committees on various aspects of the subject, asking them to bring forward recommendations to the provincial meeting, which was sceduled for May of 1961.

Friend Alan Thomas took on responsibility for the committee which was to study the structure of the provincial organization itself, and its relationship, if any, to the CAAE. When I did some research later on about these matters, I learned things I didn't realize at the time about Alan's approach to the matter. His view, which he "sold" to the committee with which he worked, embraced several notions. The first was that with emerging professionalism in the field of adult education, what was now needed was not so much a council of agencies, such as the one we had, but rather a professional style organization in which the membership was personal, one which could provide services desired by a professional clientele, and one through which advocacy activity for the field could be carried out. Further, he felt it was important to build an organization in the country which could make the effort to bring together the interests of the extremely diverse field of adult education. Having worked there himself earlier in his career and having a strong sense of loyalty to the CAAE, Roby Kidd and others who worked on its behalf, Thomas hoped that the CAAE could be at the center of this rapidly developing field. He was also aware that as a result of the landmark federal legislation of 1960 having to do with vocational and technical training, there was going to be a very large influx of personnel into adult education in the coming years, and his hope was that the CAAE could be the focal point of the expanded field. There were two main recommendations arising from all of this: the "council of agencies" model which had existed in B.C. since 1954 should be abandoned in favor of a personal membership, professional style organization; and secondly, the new provincial organization should not be an autonomous one (whether affiliated with the CAAE or not), but rather a "Division", that is, an integral part of the national organization, the CAAE.

These recommendations were subsequently approved by the B.C. conference in May of 1961. But of course they could not be implemented fully unless the national organization, the CAAE, could be convinced of their wisdom and persuaded to implement them by means of very considerable changes in its constitution. These next steps provided me with important opportunities to gain new experience and to become more active and visible at the national level in my field.

As the Executive Secretary of the Adult Education Council of B.C. and its representative to the National Council of the CAAE for several of the recent years, I was asked to take the lead in reporting on the B.C. initiative to the national body and in acting as the spokesperson of the B.C. group in our consultations with that organization. I set about interpreting the B.C. proposals by mail and other personal contacts, and arranging that during the time of the National Conference to be held in Ottawa in October, a B.C. delegation would meet with as many of the CAAE National Council and Executive members as could be assembled.

We hoped, at any rate, that it was not going to be too difficult to sell our proposals to the national organization. It was clear in the light of recent events and the rapid growth of the field as a whole, we felt, that there was going to be a tendency for provincially based organizations of adult educators to come into being across the country. It was surely preferable to the CAAE to have those provincial bodies as part of its structure rather than as separate, even if "affiliated", organizations. We felt that the B.C. plan would achieve what we wanted and at the same time was well calculated to strengthen the CAAE as a national organization. Our proposals included the suggestion, for instance, that all funds raised in a Province by either the provincial division or by the national body would be divided on a percentage basis between the two levels of the organization. This would prevent any sense of competition between the fundraising efforts of the two levels. Further, all members of either the provincial organization or the national one within the boundaries of any Province would automatically become a member at both levels. Both of these provisions—financial and membership—would we thought be looked upon with favor by the national leaders. They would make it possible to harness the efforts and energy of both provincial and national leaders in a common cause. A further important factor working in favor of the acceptance of the B.C. recommendations was that the chief architect of those proposals, Alan Thomas, moved in the summer of 1961 to a senior position on the staff of the CAAE in Toronto. He thereby became a "friend at court" who could help both interpret and win favor for the proposals.

We had, as I recall, three meetings with the national officers, which were fitted in as time permitted between sessions at the National Conference. Senator Donald Cameron, at the time the President of the CAAE, was in the chair. Although I knew most, if not all of the leaders of the CAAE, I can still remember my feelings of nervousness and of bearing heavy responsibility as I acted as chief spokesperson of the B.C. delegation. We presented our case and did our best to answer questions about it. A couple of subcommittees were struck which were to meet between meetings and bring back reports to the larger group. I chaired one which examined the financial implications of the proposed changes. In the end, no commitments were made by the CAAE officers, but the B.C. delegation was assured that our recommendations would be carefully examined, and that we would receive word of their decision before too long. In fact, as far as we were concerned, a decision did turn out to be overly long in coming, and I have copies of some correspondence in subsequent weeks and months which reflect real impatience on the part of the B.C. people, who were anxiously waiting for a reply so we could see what our next steps should be. I can remember on one occasion somewhat overstating our sense of impatience, hoping this would precipitate some action.

It was clear, however, that there was a lot at stake for the national organization. To the extent that any new arrangement entrusted to the provincial organization national concerns for membership, finance and other matters within that provincial jurisdiction, the national body was placing its future in the hands of the regional group. And any constitutional arrangement which was worked out with the B.C. group might well be the pattern for developments in the other Provinces in subsequent years.

The national organization referred the whole matter to a committee which was charged with responsibility for studying changes in the constitution of the organization. This process involved other aspects of the national organization, more than just responding to our recommendations. I was named as a "corresponding member" of that national committee, and provided further information and interpretation, as requested. In the end (at the time of the CAAE Annual Meeting of 1962), the national organization, perhaps feeling the pressure from the B.C. group, considered and passed a number of changes in the constitution which were designed to accomodate the particular case of B.C. It was a further year before the scheme of provincial divisions was fully provided for in the structure of the national organization.

The B.C. proposals were accepted in their entirety, with one exception. As I have mentioned, our proposal concerning finances was that any funds which were raised in a particular Province would be shared on a percentage basis between the provincial and the national levels of the organization. Perhaps because the CAAE was accustomed to having its finance committee raise its funds (except for what was brought in through membership fees), they were reluctant to give a share of all such funds to the Province concerned. Perhaps there was also the feeling that because head offices of companies tended to be in Toronto or Montreal, it would be unfair that the organizations in those two Provinces would be the only ones which would profit from those donations. Whatever the reasons, the financial arrangements were changed. Instead of each Province receiving a percentage of what was raised within its territory, it was decided that the CAAE would negotiate an annual grant for each provincial organization and pay that amount in quarterly instalments during the year. This was probably an unwise decision, as things turned out, but perhaps there would have been problems of one kind or another with either arrangement.

The B.C. people became somewhat impatient at how long the whole thing was taking. In March of 1962, however, the interim constitutional amendment which was designed to accomodate B.C. was considered and approved by the National Council of the CAAE and it was agreed that the changes would go forward to the Annual Meeting in the fall for formal approval. The B.C. people took the March decision as a signal that the new scheme was certain to be approved and held a founding conference of the B.C. Division of the CAAE.

in May. Dr. Bert Wales of the Vancouver School Board was elected as President of the B.C. body and Stan Evans of the B.C.T.F. and I were named Vice Presidents.

I have told this story in some detail in order to give some impression of the intricacy and drawn out nature of the negotiations. I was at the center of the matter in some respects, in that I was the designated spokesperson for the B.C. people, played a leading part in the discussions within the national organization, and had the job of continuing to press the national body and urging upon them the need for prompt action. We could not afford to let things drag out too long, we felt, or we would lose the interest of the people in B.C. whose support we most wanted and needed for the new organization. So the whole thing was a remarkable experience for me, one from which I learned a great deal and which enabled me to become actively involved on a continuing basis at the national level of adult education.

2. The B.C. Division of the CAAE

The story of my involvement in the B.C. Division of the CAAE, which we created in May of 1962, can be more briefly told. The decade of its existence included one year (1964-65) during which I was the President and the subsequent two years while I was still on the Executive, as Past-President. This was a decade of very heavy involvement for me at the national level of both the CAAE (President 1968-70) and the University Extension organization, CADESS (President 1963-64 and1969-70). It was also the period when I left the Extension Department for several years (1964-67) to work in the President's Office at U.B.C., before returning to Extension as Director in 1967. I was also heavily engaged in other matters such as the Company of Young Canadians and a burst of international activity. In short, though I tried to stay as close to the B.C. Division as possible, I was very much occupied with other things and did not have anything like the level of involvement in it that I had had with the B.C. Adult Education Council in the previous decade. That having been said, however, I did, as a result of my intensive involvement at the national level, have close working relations with the B.C. Division, which was now an integral part of the national organization. Further, because my very close friend, Alan Thomas, after a few months as Associate Director of the CAAE, became its Director, I was drawn into a lot of the detail involved in making the new organizational pattern work. My recollection is that I was indeed (over and above being President for a year) fairly actively involved in the B.C. Division's affairs, but from this distance in time, and taking into account the many other things I was doing, I don't know when or how I did it.

The Sixties were a period of explosive growth in adult education in B.C. The school board sector grew very rapidly and in support of that, the Department

of Education upgraded its Supervisor of Adult Education to a full time position (1962) for the first time. The community college system was begun and two new universities were created. In the area of technical and vocational education, the two major pieces of federal legislation, in 1960 and 1967, had the effect of greatly expanding not only programs directly in those fields, but also preparatory work in the fields of Adult Basic Education and English as a Second Language. In view of these signs of major growth, the B.C. Division must be judged to have been only modestly successful in attracting membership, which hovered around the 150 figure most years, getting up to a high of 205 in 1969. Because we employed a very able and faithful Executive Secretary, in the person of Mary Murray, the B.C. body managed quite successfully the very complicated membership and financial relationship with the national body during the period, but nationally, these things were a continuing problem of the divisional structure organizational pattern. B.C. contributed substantially to the national organization during this period, two of us from our Province becoming national President during the decade (Bert Wales and myself), various people from B.C. being active contributors to national committees and task groups, and B.C. people contributing more articles and monographs to the CAAE's publications than any other Province.(7) In B.C., my year in the presidency (1964-65) and the two following ones were the high point in terms of programming for the members—short courses, special topic meetings, etc. A national CAAE conference on "Adult Education: An Emerging Profession" was held in Vancouver in the fall of 1966, an appropriate locale in view of the rapid development and professionalization of the field in this province at the time.

As the foregoing section on the CAAE has indicated, the late Sixties became a time of troubles for the national organization. The difficulties of maintaining the rather complicated divisional structure of the CAAE were a contributing factor, but by no means the only, or even the most important one. While difficulties were emerging within the national body, there were also forces for change working within our Province. We had three active organizations of adult educators in B.C. during the decade: the B.C. Division of the CAAE; the B.C. Association of Continuing Education Administrators (BCACEA), which was made up mainly of the adult educators working for school boards, and as the community colleges came on stream, those working for those institutions as well; and the B.C. Chapter of the Canadian Vocational Association, a rapidly developing sector of the field because of the infusion of massive amounts of federal funds. There was a great deal of overlap among the leadership of these three organizations and as the decade went on, some of those people felt strongly that there was needless duplication of effort. Programs were co-sponsored among various combinations of the organizations, and at times, among all three. There came to be a feeling (I think a misguided one) that we would be wiser to combine all three organizations into one. While all this ferment

was going on at the provincial level, the CAAE came to the decision to disband its regional structure, thus leaving the provincial organizations "on their own" as autonomous groups. Dean Goard, who was active in the CVA and the B.C. Division of the CAAE, made an unsuccessful effort to get the Canadian Vocational Association and the CAAE to consider amalgamation at the national level, but that having proved impossible, and because he had become President of the B.C. Division of CAAE in the meantime (in 1969), he gave strong leadership here in B.C. in the direction of the amalgamation of the three provincial organizations. This came to pass by 1972, with the creation of what came to be called the Pacific Association for Continuing Education (PACE). In the process, however, the BCACEA decided that it did not wish to go out of existence, so it stayed in the picture, at the same time encouraging its members to play an active part in PACE as well.

3. Pacific Association for Continuing Education

The Pacific Association for Continuing Education (PACE) came into being officially in 1972 and has continued in existence—through thick and thin—to the present day. It thus became the third in the series of "umbrella" organizations for the field which we have had in the Province—the Adult Education Council of B.C. (1954-62), the B.C. Division of the CAAE (1962-72) and PACE (1972 till now).

By the time PACE came into existence, there began to emerge a number of other specialized provincial organizations of adult educators, such as those in the field of English as a Second Language, the industrial trainers, the private career training schools, the community school/neighborhood house people, etc. One of the major efforts made by PACE over the years has been to try to facilitate communication among all these bodies, particularly for the purpose of joint advocacy activity. This has been extremely difficult, if not impossible to maintain, though a fine effort was made from time to time. I pay tribute to those who made the effort.

I have been involved with PACE for pretty well the whole span of its existence, though I dropped off the Board in 1991. I was President of the organization for the year 1974-75. In the latter years of being a Board member I acquired something of a reputation in my role as chair of the Awards Committee. I put a lot of effort each year into the selection of appropriate persons to receive the annual awards from PACE—outstanding achievement, lifetime memberships, etc.—and into the preparation of the citations which accompanied the presentation of the awards. There was a pleasing amount of recognition of my work on these citations. This contribution and others which I made over the years to the organization were magnificently recognized one night in May of 1992, when Shirley Abrams, Paul Dampier (who "appeared"

unexpectedly from Dawson Creek) and others presented me with an honorary life membership in PACE (and Paul gave me as well the wonderful "It is a great art to saunter" picture which Judi Dampier had made).

While my work in and for these three B.C. organizations of adult educators represents only a portion of my efforts over the years on behalf of the field as a whole, my association with these three provincial bodies has been something of a thread running through my entire career in adult education. My association with the B.C. Adult Education Council was a special one, having been assigned by John Friesen to act as its Executive Secretary as part of my job. From that point on, it was a matter of conviction on my part that kept me at it. I enjoyed the association with the people and I felt as well that it was important that an effort be made to maintain an "umbrella" organization in the field, one which spanned all specialized fields of practice and represented the "unity" of adult education, as a discipline and as a field of practice.

During the latter part of the Seventies and throughout the Eighties, I came to wonder whether I should get out of a role on the Board of PACE, letting younger people take over. I allowed myself to be talked into staying, I think mainly because my associations with the people on the Board of the organization were so pleasant and useful to me. By this time I was teaching in the Adult Education Program at U.B.C. I was surrounded in my Department there mainly by persons who had been recruited in the United States or elsewhere, who knew little about adult education in Canada and B.C. and appeared to care even less. They were happy to go on using American texts, going to American conferences, importing American and other foreign instructors for Summer Session, etc. So not only was I deeply interested in things Canadian and doing research about them, but I was in part "reacting" perhaps to the general trend in my department in wishing to retain close and active working relationships within the field in Canada and B.C. It was as well an area of knowledge about which I knew a lot and had had broad experience, on the basis of which I could contribute to a unique degree to the knowledge of the students in our courses. I have taught mainly in the "foundations" areas of the field, and since a wholesale revision of our curriculum in 1984 have taught a course in the history and development of adult education in Canada. So for these several reasons, I have tended to maintain an active involvement in PACE in recent years, though other factors have suggested to me that it might be appropriate to resign and move "out of the way" of new and younger people. Some have been kind enough to persuade me that my long experience with the organization was of continuing value in its deliberations.

I came in recent years to have a close relationship with Paul Dampier, a former student with whom I worked closely and "hit it off". Paul became very active in PACE and was a very successful President for two or three years. I

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worked closely with Paul while he was on the Board and President of PACE, and felt a personal loyalty to him as well as to the organization. (Of course Paul and I subsequently jointly wrote one of my major publications, *The Foundations of Adult Education in Canada*).(8) In the meantime, I came more and more to the view that I should leave the Board. I decided in my own mind that when Paul went off the Board, I would too. This did not take place until 1991, when Paul's term on the Executive as Past-President came to an end. My son, Mark, has subsequently served for two years as President of PACE, and though I am no longer on the Board of the organization, I continue to have a very strong interest in its work and welfare.

Canadian Association of Directors of Extension and Summer Sessions (CADESS)

This organization, which was called CADESS for the first 20 years or so of its life, is now the Canadian Association for University Continuing Education (CAUCE). It was CADESS for the entire period of my active role in it.

CADESS was a national organization which represented a particular segment of the field of adult education, or of higher education, that of university based continuing education activity. Beginning in 1952, some Directors of university Summer Sessions formed an informal organization for the purpose of facilitating exchange of information and experience. In some universities, the summer session was run by the same person who was Director of Extension. In 1954, it was decided by some of those involved to widen the function of the organization to include Extension work as well, and CADESS was born.

The creation of CADESS happened in the same year I entered the field of adult education. Soon after I got into the work—likely in 1955—John Friesen took me along to my first CADESS Annual Conference, at that time likely within the framework of the national "Learned Societies" conference. I came later to enjoy the company of many CADESS people, but my early impressions were largely negative. Although I was new to adult education, I had come into it in the company and under the mentorship of people—most of all, John Friesen—who were part of the "movement" spirit of adult education. They saw adult education as a many-faceted enterprise which was concerned with the broadly-based social and cultural development of our society and the people in it. My first reaction to the CADESS group was one of shock. I had assumed, in my innocence, that they would be like the university extension people I had come to know. In fact, they struck me as people who were university administrators—"institutional" people who were in the business of providing opportunities for "deserving" students to study on a part time basis. It seemed to me to be a group which was most of all concerned with their positions within the universities and only secondarily, if at all, with the values

of adult education. I recognize that the foregoing is a generalization, and perhaps not entirely an accurate one, but I am trying to convey the nature of my reaction to CADESS when I first encountered it.

I subsequently came to recognize that it was only natural that there should be vast differences of view about adult education within a group like CADESS. First of all, many of those in the organization did not, in fact, see themselves as adult educators at all, but as university ("higher education") officials. And furthermore many felt that it was in their best "political" interests within their institutions not to be seen as part of the broad adult education movement. They were seeking "legitimacy" as university functionaries and felt they needed to be seen in their higher education setting, not as part of the adult education movement. Secondly, in a number of the universities of Canada, there was a very restricted view of what university extension should do. This accounted, at least in part, for the preoccupation of many members with degree credit activity (which was only a minor part of our work at U.B.C.). This was especially true of the Summer Session Directors in the organization, but of many of the extension people as well. And finally, I thought there was more than enough "stuffed shirts" in the group who positively looked down their noses at what they understood "adult education" to be and wished to distance themselves from it. So we were treated to a bunch of speeches by unbelievable university presidents, and many members thought it a major triumph that President "x" would spend some of his valuable time speaking to our group. I came away from my first few CADESS conferences with largely negative reactions, though I admired many of the people and enjoyed the company of some.

I gradually came to a greater appreciation of some of the people in CADESS and came to see the potential of the organization. In 1957 I carried out a survey for CADESS on what university extension departments in Canada were doing in the field of international affairs education. In subsequent years I played a more active part in the annual meetings and committee work of the organization, and in 1963 became Vice President of the organization. At the Annual Meeting in the spring of 1964, I was elected President. I have little recollection of the subsequent period while I was President, except for some happy associations with Bud Greuntzner of the University of Toronto, Gilles Cloutier of the University of Montreal and Gerard Lafreniere of Laurentian. I was President of the B.C. Division of the CAAE at the same time, and a member of the CAAE's national Executive. It was while I was President of CADESS that I changed my job from the Extension Department to the President's Office at U.B.C. and as a result, I resigned the presidency at the end of the calendar year, 1965.

Early in 1967, I took up my duties as Director of the Extension Department, although on a half time basis for the first six months or so. I was renamed to the Executive of CADESS during that year, and became President again at the Annual Meeting of 1968, which was at the half way point in my two years as President of the CAAE as well.

I'm not sure whether anyone else has ever been President of both the CAAE and CADESS/CAUCE. Certainly it is unlikely that anyone else has been President of both organizations at the same time. The philosophical orientation of the two organizations is quite different and there are few people who are interested enough in the two organizations to be willing to give that much time to both. For me, the CAAE was in large measure an expression of my philosophy of adult education. CADESS, on the other hand, was the organization which related most closely to the specific part of the field in which I was working and it was flattering to me personally, and something which I felt I should do in the interest of my Department, to take up the Presidency when the opportunity presented itself.

While I wished, as President of CADESS, to advance the interests and activities of that organization in whatever ways were appropriate, high on my agenda as well was the idea of bringing the two organizations of which I was President—the CAAE and CADESS—closer together, or at least to a greater understanding of each other. I must confess that as far as I can remember, I accomplished nothing, or next to it, along those lines. A solid core of CADESS members just were not interested in adult education in the broader sense and therefore felt no sense of common cause with the CAAE. Alan Thomas of the CAAE was very willing to do whatever could be done to bring the two organizations closer, but there was next to no response on the CADESS end. At this time, I can't remember the specifics of efforts that I made along these lines. One's hopes and plans are often beyond what one actually manages to do, and it may be that I just didn't approach the matter very imaginatively or with enough persistence. Or it may also be that the goal was an impossible one.

We had an active agenda within CADESS during the year. We held a week long seminar at OISE in Toronto on program planning and philosophical matters related to extension work. It was somewhat less than satisfactory to the group, some of the teaching being less than wonderful, and a rather negative attitude towards OISE on the part of some of the Ontario people getting in the way at times. We determined during the year to prepare a position paper on university extension for presentation to the university presidents. Harold Baker of Saskatchewan (who Chaired the group), Duncan Campbell of Alberta, Don Snowden of Memorial and I worked on that document, though I forget what happened to it. We also had some useful meetings dur-

ing the year with representatives of the French-language universities in Canada, who had formed an association in 1965 having to do with extension activities in those institutions. It was regrettable, but very much in accordance with the mood of the times that we could not stay together as a field in Canada and somehow bridge the language barrier. I am afraid it is likely the case that CADESS was not very sensitive in its handling of this issue, so one can sympathize with the need to create a French language organization. At the same time, some French-language extension workers, to their credit, continued to take part in CADESS affairs. We also did what we could, as "host" organization, to assist with preparations for the Second World Congress on University Extension, which was held in Montreal in the summer of 1970. Of some significance was the launching, early in 1969 of a CADESS Newsletter. This was to become a most useful publication, and carried items of some substance up to and beyond the inauguration by CADESS of a juried journal, which was some five years in the future.

I concluded my term as President of CADESS in the summer of 1969, but remained one more year on the Executive, as Past-President. I had the feeling that we accomplished a number of things in CADESS during the year of my Presidency, and I was relatively happy with the outcome.

I had a few more connections with CADESS/CAUCE over the years. The first was a rather strange one. UNESCO held its Third World Conference on Adult Education in Tokyo in the summer of 1972. I was suggested to External Affairs by the UNESCO Commission as a possible member of the Canadian Delegation, and was subsequently named to the group. Somewhere along the line, my nomination was interpreted by someone (External? the UNESCO Commission?) as my being a representative of university extension in Canada. Don Snowden, who was never backward in these matters and who was I guess President of CADESS at the time, objected strenuously to my being so named—without consultation with CADESS. I didn't see Don for two years after that, not surprisingly, but I encountered him in the lobby of a hotel in Hong Kong in March of 1974. I spoke to him by name, but he looked right through me, did not respond, and walked away. I guess he was still annoyed that I had "cheated" him out of that Tokyo opportunity! On a couple of occasions since 1970, when I went off the Executive of CADESS, I have been a speaker at their conference. In 1976, (after I had left extension work) four of us "veterans" spoke as a panel at the Annual Meeting about how the extension/continuing education units in the universities could most effectively acquire the "power" they required within their institutions in order to get their job done. The papers were subsequently published in the CAUCE Journal. Ten years later, the same panel was re-assembled for a second look. It was a most enjoyable reunion. In 1979, at its Annual Meeting in Toronto, CADESS honored me by presenting me with an honorary lifetime member-

ship in the organization. In the meantime, in 1973, I believe, CAUCE began to publish what was then the only juried journal in Canada in the field of adult education. I had published quite a lot of stuff in their newsletter earlier and continued to publish articles in the new journal, which I found a very useful outlet for Canadian material.

The Canadian Association for the Study of Adult Education

This organization has been in operation since 1981, and I have had a close association with it from the beginning. In fact, I go back farther than that. We were a long time getting going on a Canadian organization of this kind, partly because there were until very recently very few Canadians who were active in research about adult education and partly, perhaps because many professors of adult education working in Canada were Americans and were perfectly happy with the outlets provided by the Adult Education Research Conference, an American organization, and the Commission of Professors of Adult Education, which was attached to the AAACE, the large American adult education organization. Some of us in Canada wanted as well to have a Canadian forum for the discussion of such matters. On several occasions in the late Sixties and early Seventies, Roby Kidd, James Draper and Alan Thomas took the initiative in arranging small informal meetings of Canadian professors, usually when such people were gathered at some other meeting.

In the fall of 1973, I published in *Dialogue*, the journal of CADESS, an article entitled "An Organization for the Study and Development of Adult Education", in which I outlined the case for such a body and described what I saw to be its nature and concerns.(9) As I recall, I had no response to the article. (This was the year before I switched over to the teaching faculty.) A year later, in the same publication, I published an article which attempted to appraise the state of historical scholarship about the field in Canada.(10) Six months later, again in the same publication (which by this time had changed its name to the *Canadian Journal of University Continuing Education*), an article of mine was carried in which I reported on a survey of which adult education projects in Canada were regarded by adult educators in this country to be most important Canadian contributions to the field.(11) I have no idea whether these articles had any influence on what followed.

The first more formal meeting of Canadians took place in 1976, on the day prior to the Adult Education Research Conference, which happened to be held in Toronto on that occasion. The following year a further meeting was held in Windsor, this time attached to a conference sponsored by the CAAE. Steps leading to the actual formation of a Canadian organization began in a meeting of Canadians attending the Adult Education Research Conference

(AERC) in Ann Arbor in 1979. Judith Mastai, then of Simon Fraser University, was asked to arrange for a meeting of Canadians at the time of the following year's AERC, which was to be held in Vancouver. The suggestion was that on that occasion, some research of particular interest to Canadians should be reported and that as well, time be given to considering the advisability (or otherwise) of forming a Canadian organization. Judith formed a committee in Vancouver of which I was a member, along with my colleagues, Gary Dickinson and Bill Griffith, and Judith herself. This meeting was held on May 6, 1980 at The University of British Columbia. I presented one of the two main research papers, a panel made a presentation on graduate study of adult education in Canada, and Judith spoke to a "position paper" she had written (and circulated in advance) which discussed possibilities concerning a possible Canadian organization. The upshot of a lengthy discussion was a decision to proceed with the latter, and I was named chairperson of an organizing committee which was to prepare proposals (including a draft constitution) for the new organization, promote interest in the group, and organize a founding conference a year hence. The meeting also named a committee made up of regional representatives from other parts of Canada, which was to be consulted and kept informed as plans went forward. This group consisted of John Dobson (Atlantic Provinces), Giselle Painchaud (Quebec), James Draper (Ontario), Ernest Shapiro (Manitoba), Lorraine Hill (Saskatchewan) and Hayden Roberts (Alberta). The group met two or three times in the ensuing days, while people were attending AERC.

We subsequently formed a committee in Vancouver which included Judith Mastai, Dr. Paz Buttedahl, Elaine McCreary (a doctoral student in our Department), Bob Ramrattan of Cariboo College, and myself. We proceeded with the assigned tasks, drafting a constitution, assembling a mailing list of interested persons, getting publicity notices out to journals, newsletters, etc., looking into legal matters such as incorporation and tax status, issuing newsletters, and of course arranging what was to be the founding conference, to be held in Montreal in June of 1981, held just prior to the Annual Conference of CAUCE (and arranged with the assistance of the people at Concordia University who were also making the arrangements for the CAUCE meeting).

The Montreal conference was something of a cliff hanger in that people were very slow to indicate that they were going to take part and to apply to make presentations about their research. I recall that a very short time before the conference, we had only 30 or so people signed up, but in the end something slightly over 100 took part. I had the task, in the business portion of the conference, to steer the adoption of the draft constitution through the meeting. Thanks to the co-operation and generally positive spirit of the meeting, this was done in a few hours, and the Canadian Association for the Study of Adult

Education/ Association Canadienne pour L'Etude de L'Education des Adultes (CASAE/ACEEA) came officially into existence. I felt I handled that potentially troublesome task quite well, and certainly the meeting expressed heartwarming congratulations when the process was over. The constitution we drafted and which was accepted in most of its details was based on three notions. First of all, we wanted it to be truly national organization, one which would function in the two official languages. Secondly, we proposed that the organizational structure should, at least at the outset, be as simple as possible and require a minimum of effort to maintain. Thirdly, in order to make it possible for the executive group to function with as little expense and trouble as possible, it was provided that once the President had been selected, he or she was to have the authority to recruit an Executive of two or more other persons from the same area. There were also to be representatives named to the Board of Directors from each of the other four regions of the country. The only provision of the draft constitution which was changed in a significant way by the founding meeting was that the President and other officers would serve for two year terms rather than one. The organizing committee felt that we should approach this organizing conference with someone who agreed to be nominated for the initial President. We were also anxious that the new organization, from the very beginning, be very conscious of the need for a bilingual style of operation, so we asked Dr. Giselle Painchaud of the University of Montreal, who had been one of the regional representatives on the original committee, to allow her name to go forward. She agreed, and she was duly acclaimed as the first President of the new body. With what we all judged to be the successful conclusion of the founding conference, two years of fairly intensive work on my part, assisted by others, came to an end. I was greatly pleased that we had set a Canadian body in motion which was devoted to the encouragement of research about adult education in this country and to the provision of opportunities to make the results of this research known to the rest of the field. Achieving such a result had been on my "agenda" for quite a few years, and I was pleased to be able to play a leading part in making it happen.

I have tried to support CASAE/ACEEA in all the ways I could since its creation. I have attended all but one of the annual research conferences and presented a research paper at each one. I have served on a number of committees over the years, when asked to do so by the Presidents. I have also been consulted from time to time by the Presidents or other officers about the reasons behind the present constitutional arrangements, when changes were being considered. I have also served as the B.C. representative on the Board of Directors for perhaps two different years.

In 1982, CASAE/ACEEA secured a grant of funds from the Secretary of State's Department to enable us to carry out what was termed a "feasibility

study" concerning the preparation of historical materials about adult education in Canada. Dr. Claude Touchette of the University of Montreal and I took the leading roles in the project, assisted by Dorothy McKeracher, who was then a doctoral student at O.I.S.E., who was part time paid staff. We put together extensive bibliographies for the field in each region of the country and made proposals for the carrying out of further work. Our very comprehensive report of several hundred pages was received by the government department, not even acknowledged until reminded about the matter on several occasions, and in the end further work on the project was not funded.

When CASAE/ACEEA launched its juried journal in 1987, I was pleased that an article of mine was the lead article in the first issue,(12) and several of my articles appeared in subsequent issues. The end of the 5th year of publication of the journal coincided with the 10th anniversary of the founding of the organization. I was pleased to be asked to provide a brief article on the history of the organization to be run as a "Foreword" to the anniversary issue.(13)

As the 10th anniversary of the founding of the organization approached, James Draper suggested to the Executive that a history of the organization be written, offering to provide leadership for the venture. James then asked me to work with him on it. We got together and designed the nature of the publication, setting out the various sections and their structure, assigning word lengths, etc. I came out with several tasks to perform, which I duly carried out in subsequent months. One of my jobs was to tell the story of the organization during the terms of office of the three most recent Presidents—a six year period. This involved a lot of correspondence and a thorough search of those parts of the archives of the organization which were located at the University of Calgary. I finished my work on the project on schedule, in the summer of 1991. It is now some years later, but regrettably nothing has come of it.

That is not a very happy note on which to end this account. Perhaps it is happier to say how pleased I was at the CASAE/ACEEA conference in Kingston in June of 1992 when I was one of those persons who had retired, or were about to do so, and whose contributions to the field of adult education were recognized at a special luncheon, with citations read and certificates presented. I was especially pleased to be honored by this organization, to which I had tried to contribute as I could and about which I care more than most.

Before leaving this account of the work of CASAE/ACEEA, I want to make reference to the group of Canadian professors of adult education, who have usually met at the time of the CASAE annual conference. I have put some energy into this group from time to time and have always made a point of attending and contributing to its meetings. A number of the Canadian professors, however, apparently are still so tied to their American roots and associa-

tions that they have not bothered with our Canadian body. After a few years, I began to get impatient with what we were doing. We would typically meet for 2 or 3 hours and spend most of the time in the useful exercise of going around the circle (we were usually a dozen or up to 25 in attendance) and exchanging news about developments within our programs in the previous year. Disaster stories about the disbanding of programs, cutbacks, etc. received a lot of attention. I tried to take a lead in encouraging the group to plan for longer meetings and thereby make it possible for us to get into more substantial topics of mutual interest. This came to a head at the meeting in 1989. Morris Baskett of Calgary took things in hand and at the subsequent two meetings, some useful things began to happen. Our programs were planned with some real content. I pushed as well for a minimal kind of organizational structure, so there would be more continuity of planning and a feeling of responsibility on the part of a continuing executive. This led to the suggestion that we adopt a simple constitution for the group which defined roles and responsibilities and our relationship with CASAE. As a member of the informal executive between 1990 and 1992, I took responsibility for drafting a brief constitution for the group, one which was authorized at the 1991 meeting and adopted the following year. My active participation in the group ended in 1972, when I retired from my position at U.B.C.

International Council for Adult Education

Although I have been somewhat marginal in my participation in the work of the International Council for Adult Education (ICAE), especially in recent years, I have cared about and been interested in its development from the very beginning. In my "cruising" in the stacks of the U.B.C. library, during my early years in the field, I had come across the publications of the World Association for Adult Education, which existed between the two World Wars. In its publications I found interesting scraps of information about some of the early adult education organizations in Canada. I learned too that the World Association had held a "World Conference" on adult education, in 1929, at Cambridge. Its publications were full of philosophical statements and descriptions of adult education in various (mostly European) countries. All in all it was a very apt illustration of what Cotton has called the "idealistic" period of adult education.

The World Association was a casualty of World War II. I had never given much thought to the possibilities of recreating such a body, until I began to hear Roby Kidd talking about it. By the late Fifties, Roby had gained some international experience, including his year's consultancy in the West Indies and his increasing involvement in the work of UNESCO and its advisory committee on adult or "out of school" education. His international prominence was symbolized by the fact that he persuaded the UNESCO officials

(and the necessary people in Canada) to hold UNESCO's Second World Conference on Adult Education in Canada—at Montreal. (The first such conference, sponsored by UNESCO, had been held in Denmark in 1949.) Roby scored a remarkable success at that conference, managing to help steer the meeting to a successful conclusion even though some other "non-political" meetings at the time were falling victim to particularly heightened Cold War tensions (it was just following the U-2 incident).

I remember Roby, after the Montreal conference of 1960, saying that there was a lot of interest at the time in the establishment of an international association for adult education, but that it was recognized at Montreal that such an association could only be established with considerable American financial assistance, and that this was politically unacceptable. Roby did not forget about the matter, however, and at some point decided that he would personally devote his time and energy to the cause.

The UNESCO World Conferences were held approximately every ten years and in the late Sixties, he and other international leaders began pressing UNESCO to make arrangements for the next one. In the end, it was decided to hold the meeting in Tokyo, in 1972. Roby was convinced that the time had come to launch an international association, and in the two years or so leading up to the meeting, in his extensive travels around the world, he encouraged leaders in all regions to support the idea. Roby was assured by the UNESCO Secretariat people that he would be employed in some capacity in connection with the conference, so no effort was made to have him appointed as a member of the Canadian delegation. Then UNESCO changed its mind, leaving Roby out in the cold. However, he arranged to be a representative of the International Library Association, with which he had done a lot of work over the years. In the meantime, I had been named to the Canadian delegation, as had my old friend from U.B.C. Extension, Bert Curtis, who by this time was Director of Adult Education for the Ottawa Collegiate Board.

When we got to Tokyo, Roby had a further round of meetings with as many delegates (especially those who were adult educators) as he could, urging them to support the establishment of an association. The matter was not on the official agenda of the conference, but was to be the topic of a special meeting in the evening a week or so after the conference began. He formed a small planning (or "plotting") committee as soon as people arrived at Tokyo made up of people Roby knew would lobby on behalf of the idea in the opening days. The group contained Chu of the I.L.O., Bertelson of UNESCO, Stock of the U.K., Dolff of Germany, Lowe of the U.K. (and for the purposes of this Confernce, temporarily on the staff of UNESCO), Charters (U.S.A.) and I. I felt at the time that Roby included me as a personal favor, to give me exposure to the process and the people. This planning group discussed the strategy for the

organizational meeting, the need to have people from the various regions of the world "onside", and in some cases at the head table, etc. It was also decided to ask each member of the group to get out and lobby further for the formation of the association, and to work up interest in and awareness of the organizational meeting a few days hence. I forget what my assignment was, but it was a modest one, in recognition of the fact that I was largely a "new boy" in things international.

A meeting was announced in the newsletter of the Conference, and of course we had been trying to alert people personally to it, and encouraging them to take part. Although there were more than 400 delegates at the Conference, most of them were not professional adult educators, and only a small fraction could be expected to attend the meeting. In the end, I think there were some 60 or so people in attendance. To my surprise, certainly, but not perhaps to Roby's, while the tenor of the meeting was strongly favorable, there were some objections raised to the creation of the international association, and some even from our "friends". The Scandinavian delegates, who were strong supporters of things international, expressed the fear that if there was an international association of the kind being contemplated, many adult educators in their countries would "by-pass" their national associations and would instead join the more glamorous international association. This concern was to materially affect Roby's plans. Spokespersons from France, Australia and (annoyingly) from French Canada took the position that we had to be moving on to thinking in terms of lifelong learning and that to create a new structure based on the idea of adult education as a separate sector was to further solidify barriers in the field of education which needed rather to be broken down. Concern was also expressed by the Scandinavians and others that to create a non-governmental international body might weaken the position of adult education within the structure and program of UNESCO. The UNESCO spokesmen in attendance, both Bertelson and John Cairns (a Canadian who was the Executive Secretary of the conference) quickly spoke up, however, and said that on the contrary, the existence of such an organization would if anything strengthen rather than weaken the position of the field within UNESCO. In addition to the foregoing, many persons, from Third World countries and the more industrialized ones, spoke strongly in favor of the idea. All in all, it was a very supportive outcome and Roby felt he had been given a mandate to proceed.

Roby Kidd had resolved that if the idea of such an organization was given strong support, he would commit himself personally to the establishment and ongoing work of the new body. He, along with most people concerned, was willing to disregard the intellectual nit-picking which came from the French and others at the meeting, but he was terribly anxious that the Scandinavian adult education movements be supporters of the project. He therefore made a

fundamental change in his thinking concerning the structure of the new body. The membership base was changed from individual members to the national adult education associations within the various countries. This change dealt with the reservations which had been expressed by the Scandinavians concerning individuals by-passing the national organizations in favor of joining the new international one. Instead of creating what he had been calling an international "Association", Roby changed the idea to that of an international "Council". So it has remained to the present day.

Roby then set about, following the Tokyo meeting, working towards the formal establishment of the international organization. Even before Tokyo, he foresaw that there would be a period during which funds needed to be raised for the purposes of the new organization but that in the interim, there would be no legal entity to receive and account for such funds. This was particularly crucial when seeking funds from governments, crown corporations, etc. Roby took steps before Tokyo to create a "Foundation for International Co-operation" for adult education, and I can remember signing legal papers as a Board member of such a body. I don't know whether that organization was ever really used, because as I have mentioned in my account of my work with the CAAE, I became Chair of an International Relations Committee of the CAAE at this time and one of our functions was to "launder" funds for the International Council—receive them for legal purposes and then pass them along to the Council. I don't know whether the other legal device was ever used.

I was not really privy to the details of Roby's recruiting members and officers of the Council, which took place in the months following Tokyo. He certainly did get on vigorously with the task, however, and put together an excellent, high profile group of table officers. I was pleased to be named to the initial Board of Directors of the International Council (ICAE), as representative of the Canadian member organization, the CAAE. A newsletter of the new organization dated January 1, 1973, lists me as a member. Roby himself, though a full time faculty member at OISE, also took on the direction of the Council, and was named Secretary-General of the organization. He acquired office space for the organization in the CAAE office, just half a block from OISE. I was also named to a Management Committee which was nominally concerned with administrative aspects of the operation. I say nominally because particularly in the early years of the operation of the Council, it was a pretty free-wheeling affair—very much in keeping with Roby Kidd's personal style—which often involved window dressing committees for appearance's sake, but with Roby doing pretty much as he saw fit. This caught up with him once in a while. In the case of the ICAE, it couldn't work for long, and after a few years there was a considerable re-organization. But in many respects, it was an admirable arrangement and Roby accomplished wonders in the first few years of the life of the Council. He was something of a genius at finding

money for the causes he was working at, and this proved to be true in the case of the International Council as well. In the early years he raised considerable money in Canada (from the Canadian International Development Agency, mostly), Germany, Britain and Sweden. These initial grants, though modest in size, allowed the ICAE to begin its work, and on the basis of that, to continue to attract support and member organizations from all regions of the world.

I remained actively involved in the International Council for several years thereafter. Several of the organization's early grants were routed through our CAAE committee, though from time to time, the CAAE Executive and finance officers had to be reassured that this was a good idea. In the early fall of 1974, I represented the CAAE at an ICEA sponsored meeting of representatives of national adult education associations which was held at Wansfell College, a residential institution on the outskirts of London. I also served as rapporteur of the meeting. In late May of 1975, I attended the ICAE conference and Annual Meeting, which were held in Ottawa. The whole party then moved on to Toronto, where among other things, we all attended a dinner in Roby Kidd's honor which was given by the government of Ontario.

At this time, having moved over into a teaching position, I was going off the Board of the CAAE and also gave up the chairmanship of its International Relations Committee. I suggested as well that I be replaced as CAAE representative on the Board of the ICAE. I was asked to stay on in the latter capacity for the time being, however. I fully intended to attend the ICAE conference in Dar Es Salaam in the summer of 1976, but I suffered an accident at our summer cottage on Bowen Island shortly before I was to go, and my ribs were too sore to allow me to travel. (That turned out to be a remarkable conference—a new milestone for the ICAE—and I was especially sorry to have missed it.) Other persons got to the meeting, however, and soon thereafter I was replaced as the CAAE's representative. I have had no official position in connection with the Council since that time, but Roby, and then his successor as Secretary-General, Budd Hall, were very good about keeping me informed from time to time.

My one further substantial connection with the ICAE took place in 1984. Roby personally, and the Council, had been trying for years to arrange participation in the organization on the part of the People's Republic of China. I was at one point in the early Eighties "signed up" to be part of a team representing the ICAE which was to tour in China and report on adult education there, but for reasons I can't remember, I had to drop out. As these relationships matured, it was arranged that in the spring of 1984, there would be a conference or consultation in Shanghai at which some 25 adult educators from other countries would go to Shanghai, spend a week seeing something of adult education in that area and then a further week of sustained discussion with

approximately an equal number of Chinese adult educators. Not only was I lucky enough to be invited to take part in that meeting, but I was also invited to present one of two lead papers.(14) That was a wonderful experience, and it was through the ICEA that I had the opportunity to take part.

Canadian Commission for UNESCO

Canada was rather "late" in getting around to creating a National Commission for UNESCO. Under the charter of the international body, all member states were called upon to create such an organization, but I suppose because of the complexity and sensitivity within the Canadian system of areas such as education and culture (are they federal or provincial matters?), the federal government was slow to act. Even after the supportive recommendations of the Massey Commission in 1951, no action was taken. Finally, in the late Fifties, the government created the Canada Council, and chose to create a UNESCO Commission as a sort of sub-section of the Council. The UNESCO Commission was actually established in 1957 and I had connections with it from very near the beginning.

In the early years of the life of the Commission, it was a particularly top-down kind of body. (It has continued to be so, but this has become somewhat less extreme in the latter period.) At first there were a large number of appointed people on the Commission—from the Canada Council, External Affairs, etc.—and a rotating panel of voluntary and professional organizations. I forget the numbers, but there were perhaps 20 such member organizations, representing the various fields of UNESCO's wide interests, out of perhaps several hundred potential member organizations in the country.

I am a bit vague in my recollections of the early years of the Commission. I believe that I was a member for several of the early years. I believe that I represented the United Nations Association for some of those years, and perhaps the CAAE at other times. I can remember attending one of the Annual Meetings and Conferences at a church residential center at Montmorency Falls, near Quebec City. I remember that the well known figure, Father Henri Levesque was our tour guide for a bus trip to downtown Quebec to see some of the ice sculpture—it must have been Winter Carnival time.

As I recall, I was quite impatient with the Commission in those early years, on two grounds. One was its structure, and the fact that the Commission seemed to be so dominated by the government and the Canada Council, with relatively few seats being provided for the voluntary sector and the many professional organizations which had a relationship to the work of UNESCO. The other cause for concern has never been dealt with satisfactorily; it was that the Commission staff devoted pretty well all its time to carrying out work asked

of it by UNESCO itself and by the Canadian government, but did not ever get around to the extent it should to promoting knowledge of and support for UNESCO and its work among the Canadian population. As someone involved in public affairs education in those years, it is perhaps natural that I would be looking for the Commission to be active in such work. They were not.

In connection with the work of the Commission, I had an excellent opportunity in the fall of 1960. Dr. Larry MacKenzie, the President of U.B.C., was then Chairman of the Canadian Commission and as such, was invited to attend the conference of the U.S. National Commission in San Francisco. He was not able to get away and knowing of my interest and participation in the Canadian Commission, he asked me to go in his place. This was during the UNESCO major project on East-West cultural relations and the American Commission staged a very fine conference on that theme, with a great number of Asian cultural dimensions included in the program. As I have noted in my account of my work with the United Nations Association, I organized and chaired a national UNESCO Committee for the UNA for the first half of the Sixties and gave a great deal of time to it. In 1964, I wrote an article entitled "The UNESCO Commision and the N.G.O.'s", which was published in *Continuous Learning*, the journal of the CAAE.(15)

I recall writing a letter in the early Sixties to the Hon. Howard Green, then Secreatary of State for External Affairs (and also M.P. for my riding) pointing out that UNESCO had a great deal of interest in the field of adult education and wouldn't it be a good thing to appoint an adult educator to the Canadian Delegation to the UNESCO General Conference, the biennial conference of all the members which sets the program and budget for the subsequent two years. Very much to my surprise, he phoned me back some time later, acknowledged receipt of my letter and said they were about to appoint friend John Friesen to the Delegation to take part in the Conference in the fall of 1962. I was pretty impressed that I might have had some small part in making that happen. I was even more impressed, however, when two years later, I was appointed myself to be a part of our Delegation. More about that in the "international" chapter, below, but the result was that I spent approximately the month of November in Paris in 1964 attending the Conference as part of the Canadian Delegation. The experience gave me increased understanding of UNESCO and its workings, and a valuable new experience. In those days, the UNESCO Commission had a significant role in recommending possible members of delegations to UNESCO-related conferences, and I don't know whether they were at all responsible for my being named. Certainly I know they were responsible for two other such opportunities I was given, both of which took place in 1972. The French National Commission for UNESCO organized a consultation on Lifelong Learning and the University (the Faure Commission report had just come out, giving new prominence to the idea of

lifelong learning). They invited the Canadian Commission to send two delegates to the meeting and they chose Paul Belanger of the ICEA and I to take part. Later in the same year, UNESCO held its Third World Conference on Adult Education in Tokyo, and as I have already described in connection with the founding of the ICAE, I was named to the Canadian Delegation, on the recommendation of our UNESCO Commission. Three absolutely marvellous experiences which flowed from my connection over the years with the Commission.

The Associate Director-General of the Canadian Commission for UNESCO in the early Seventies was Jacques Victor Morin, himself a former adult educator in the Quebec labor movement. Several adult educators were named to the Canadian Delegation to the Tokyo Conference in August of 1972 and as well, Morin was named to the staff of the Delegation. When we returned, Morin arranged for the Canadian Commission to put some effort behind seeing that the ideas which had been prominent at the Tokyo Conference should be made known to the adult education community within Canada. The adult educators from the Tokyo Delegation—Bert Curtis, Paul Belanger, Jean Marie Beauchemin, Jacques V. Morin and I—had added to it Alan Thomas, then the President of the CAAE. It was designated as a Task Force of the Commission and we met for the first time in October of 1972, only two months after the Tokyo meeting. To my surprise, it seemed to have been arranged in advance of the first meeting that I would become the Chairman of the group. We went on meeting for three or four years after that. To our task of publicizing the results of the Tokyo meeting was added an even more significant task, that of making known to the Canadian educational community the report of UNESCO's International Report on the Development of Education (The Faure Report), titled in English, *Learning To Be*.(16) We were funded so that we could meet fairly regularly over the subsequent years and the members of the group got to know each other quite well. I already knew the English speaking members very well, but it was a chance to get to know the two French Canadian members of the group, which was a great pleasure in both instances. We also had enough funding made available so that the two national adult education bodies, the CAAE and the ICEA, were awarded contracts by the Commission under which they were to arrange regional conferences of adult educators for the purpose of familiarizing professional personnel across the country with the results of Tokyo and the ideas presented in the Faure Report. Some of these matters dovetailed with the work we were doing in the International Relations Committee of the CAAE in the same period.

In the summer of 1973, the UNESCO Commission held a small residential conference at Stanley House, in New Brunswick, on matters related to the Faure Report. Bert Curtis and I attended, and I forget who else. It was a small, five-day meeting during which we explored the ideas in the Faure

Report (and also played a lot of lawn darts!). It was a fine experience, in a charming old seaside house which was owned by the Canada Council. In the following year, I did a "repeat visit" to San Francisco and the Annual Meeting of the U.S. National Commission, this time attending as well (I guess in my capacity as Chair of the Commission Task Force in Canada) a prior one day session they held on the Faure Report. The Canadian Commission and the CAAE were working closely together in this period and Jacques Victor Morin took part in the CAAE-sponsored trip to China in 1974, in which both Mary and I participated as well. Also in 1974, several of us who had gone to Tokyo and who had played a part in the Task Force's work were named as "members-at-large" of the UNESCO Commission—that is as personal members rather than having to be representatives of some organization. Also, the Commission pays the full cost of all such members-at-large to attend the Annual Conference of the Commission, and the meetings of the Education Sub-commission. I have been a member of the Commission proper and the Sub-commission on Education continuously since 1974.

Efforts on the part of the Commission to bring to the attention of educators in Canada developments within UNESCO's work were revived in 1976-77, after an important new document had received the unanimous endorsation of the Member States. This was "Recommendations on the Development of Adult Education", an agreement which, like the Universal Declaration on Human Rights, was not a legally binding document on the signatories, but was intended to set standards and norms for the development of the field in the various countries. I did what I could through the pages of *Learning*, which I was editing at the time, to bring the document and its provisions to the attention of the adult educators in the country. The Commission also stimulated a series of conferences across the country to discuss the document. I chaired one which was held in Vancouver in early June of 1977, which was attended by 101 persons.

On almost the same day—June 1, 1977—I was awarded the Queen's 25th Anniversary Medal. I mention it in this context because I imagine it was awarded to at least the most active of participants in the work of the UNESCO Commission. I don't really have any idea how may name got on the list, but that is my guess.

I continued to be a reasonably active member of the Commission's Sub-commission on Education. It met at the time of the Annual Conference and often at one other time during the year. Its membership consisted of those organizations which belonged to the Commission itself which were concerned with the field of education, plus the personal or members-at-large like myself and several others. There was a somewhat uneasy relationship always in the Sub-commission between the people and organizations on the one hand who were mainly concerned with the formal system, and on the other those of us who

were involved in adult education. It tended to be the case that the officers of the Sub-commission were drawn mainly from the adult education group. At the Annual Conference in 1980, I was named Vice-chair of the Sub-Commission, the Chairman being my old acquaintance, Jean Marie Beauchemin, whom I had known since we attended the Tokyo conference together. Not too many months into his term, however, the Province of Quebec, for whom he worked in a high level position, forbade all officials from participating in federal organizations which were functioning in areas of provincial jurisdiction, such as education. So I unexpectedly became Chair of the Sub-commission only a few months after being named Vice-chair. As Chair, I automatically became a member of the Executive Committee of the Commission itself. So for the balance of that year and also the ensuing one, which normally would have been my year in the Chair, I was quite busy with the Commission, Chairing the Sub-commission and attending most Commission Executive meetings as well.

I was not connected with any particularly noteworthy events as a result of Chairing the Sub-commission, but two were of interest to me. During the period the Commission contracted with Audrey Thomas, the best known writer in the field of Adult Basic Education, to write a monograph on the state of literacy in Canada, with some attention as well to how our efforts in that field related to and compared with what was being done in other countries.(17) I Chaired the Advisory Committee to that project and enjoyed the contacts with other members of the committee, who came from various parts of the country. As well, the Sub-commission sponsored a seminar/ symposium at this time on the impact of the concept of lifelong learning on Canadian education. Alan Thomas played a prominent part in the seminar, delivering the main paper, which was distributed in advance. I Chaired the event and delivered an opening statement of some substance.(18) It was interesting to see people reacting in several ways to Alan's paper, which was written from his philosophically liberal point of view, and was unacceptable to some members of the group as a result. (Many of the ideas which Alan subsequently developed in his book, *Beyond Education* (19),which came out in the early '90s, were presented in an early form in this paper, some 10 years earlier.)

My connections with the Canadian Commission for UNESCO spanned quite a few years, beginning soon after I got into the field of adult education and continuing up to the present time, though I have not been at all active for the past decade or so. These associations have been very important to me in several ways. First, it has been my chief means of contact with the field of diplomacy and the workings of international intergovernmental organizations. Further, UNESCO has done important work in adult education over these years and it has been useful to me to be close to some of that, and knowledgable about it. The connection with the Commission has been the means by

which I had several opportunities for participation in international meetings. In quite a different vein, the connection with the Commission has also given me my chief avenue of contact with French Canadian adult educators, and with handling simultaneous translation, and related skills. As well, some of the members of the Commission's staff have been fine people to associate with and the work has been a pleasure at that level as well. At various levels, my associations with and through the Commission have been very important to me in my development as a person and as a professional educator.

Other Incidental and Short-term Contacts

While the foregoing organizations have been my chief professional commitments in professional bodies, I wish to mention briefly a few other less substantial associations.

The largely American organization, the National University Extension Association (now called the National University Continuing Education Association) for many years had a regional structure as well, and when I joined the Extension Department at U.B.C. in 1954, I found that Extension there was part of the Northwest region of NUEA and took part in an Annual Conference meant for staff members of Extension units at institutions in the region. Further, I discovered that the Associate or Assistant Directors of each unit constituted the planning committee for each year's conference. So for most of the first decade or so that I worked in Extension, I was involved in this activity. Each year the planning group would get together, usually at the site of the upcoming conference, and plan the program. These were almost always extremely pleasant small meetings. For some reason, we seemed most years to have the Annual Conference at the time of Halloween, and it came to be a standing joke that I was regularly away from home at that time. The conferences moved around the region from year to year, including such places as Seattle and Pullman, Washington; Moscow, Idaho; and Portland and Corvallis, Oregon. Hawaii was part of the region for a time, and we were wise enough to have a conference in Honolulu at least once while I was involved—my first trip to that area. I guess we must have had the meeting in Vancouver 2 or 3 times during my tenure, and I seem to remember at least one occasion when we took the whole group up on the gondola lift at Grouse Mountain and had dinner up there overlooking the city. As I recall, the social side of those meetings was usually better than the meetings themselves. I was not, on the whole, very impressed with the general calibre of the Extension people at the other universities in the region, though of course there were exceptions. And it was a healthy thing for a young person in the field to go to such meetings and come home with a heightened regard for one's own colleagues and their work.

In the broader field of adult education, the U.S. national adult education body also had a regional structure. I'm not sure when the Northwest A.E.A. began to meet, but it was perhaps in the Seventies sometime. I was a while "catching up" with it, but did have some associations with the organization. I was on its Board for just one year, about 1980, and did some committee work, as I recall, but apart from that, my chief connection was when I usually got involved in the planning or carrying out of the conference when it happened to be held in the Vancouver area. The interests of the organization were very diverse and I somehow never got terribly interested. Their conferences did become more research paper oriented as time went on, and I delivered a paper on at least one occasion, down in the Seattle/Tacoma airport area.

There has for some decades been an organization in the United States which is concerned with part time university credit work. In my Extension days the organization was the AUEC, the Association of University Evening Colleges. I attended a few of their conferences, especially during my Extension years, when I was in charge of our evening credit course program. Mercifully, I can't remember much about those meetings. The organization demonstrated most of the qualities I liked least about our own CADESS in its early years. Those who attended and gave leadership to the organization seemed mainly to be young university administrators "on the make" who happened to be looking after the evening college at the moment but who didn't have any background in the broader adult education movement, and had no interest in it. After I left being involved in that work, I became aware that the organization had changed its name to the Association for Continuing Higher Education, the acronym for which was "ACHE". I thought that was pretty apt, actually, revealing something of the insensitivity and lack of ordinary common sense which I associated with the organization.

I belonged for ten years or so, in my teaching years, to the Commission of Professors of Adult Education, which is a sub-organization of the national adult education body in the U.S., the A.A.A.C.E. I did not get there very often, and usually regretted it when I did. There was a pre-occupation at some of its meetings with specifically American concerns. But there were also useful discussions and papers about the professorial role and the development of the discipline. I have been what one might term philosophically opposed to some of the work of the Commission, such as the move to certifying training programs and the professors themselves. But my chief reaction to the organization has been that where I wanted to put my energy was into building up an organization providing a forum for professors in Canadian institutions, a group which has come to be attached to the Canadian Association for the Study of Adult Education.

U.B.C. Teaching Years

Diploma Seminar course, 1986-87 (Gordon Selman second from right)

Authors of *Foundations in Adult Education*, 1991 (left to right: Paul Dampier, Mark Selman, Gordon Selman)

Adult Education Dept. faculty and visitors, 1985: (left to right, back row: Gordon Selman, Knute Buttedahl, Roger Boshier. Seated: Prof. Kasuteru Morotoka, Japan, Tom Sork, Dan Pratt)

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6

Teaching & Other Professional Work:

1974-1992

O world, thou choosest not the better part!
It is not wisdom to be only wise,
And on the inward vision close the eyes,
But it is wisdom to believe the heart.
George Santayana, "O World"

This book will make a traveller of thee.
John Bunyan, "Pilgrim's Progress"

Be ye lamps unto yourselves.
Be your own reliance.
Hold to the truth within yourselves
As to the holy lamp.
The Buddha, cited in E. Fromm,
"Man for Himself"

A New Setting

As related in Chapter 4, I arranged after seven years as Director of the Centre for Continuing Education to move over to a faculty position as of July 1, 1974—in the Department of Adult Education of the Faculty of Education. The break with the Centre was not the clean one that was expected because fairly late in the game the President asked me to stay on as Director of that organization on a half time basis, an arrangement which went on for some seven months. For that period I carried out my teaching responsibilities in Adult Education, but little beyond that. I spent approximately half of each working day at the Centre. I found those seven months quite stressful, juggling the two jobs and trying to get on top of the subject matter of my new

courses. But with the termination of my job at the Centre early in 1975, I was able to devote myself in more single-minded fashion to my new responsibilities as a faculty member.

When I joined the Department, it was made up of: Gary Dickinson, a fairly recent doctoral graduate from our own program, who had just been appointed as Chair of the Department; Coolie Verner, the senior man of the group, a well known scholar, who had come from the United States to be Chair of the program beginning in 1961, but had given up that position (but not, perhaps the reins) shortly before I arrived; James Thornton, an American who had been on faculty for 4 or 5 years; John Niemi, another American, who had been there a little longer (and who didn't get along with Coolie Verner); and Roger Boshier, who had just come from New Zealand and who joined the Department at the same time I did, in the fall of 1974. With the addition of Boshier and Selman, our Department was one of the "big three" (as well as the oldest) among the departments in Canada, O.I.S.E. in Toronto and the University of Montreal (a French-language program) being the other two. Verner already was one of the best known professors and scholars in the field in North America and Gary Dickinson was rapidly making his mark, through publication of articles in the leading U.S. journals. Those two had also worked together on a series of most interesting research projects for the Agricultural Reconstruction and Development Agency in Ottawa, which had resulted in an impressive series of published research studies on participation in adult education in rural areas of B.C. Verner seemed to have a good relationship with the Dean of the Faculty, Neville Scarfe, and the program had developed quite successfully under his leadership, though Verner himself was a somewhat prickly character to deal with. He was bright, belligerent and dogmatic.

One sign of Verner having the ear of the Dean was the fact that when I joined the group, their offices were located in the President's house at the Northeast corner of the campus, with a vast expanse of lawn and gardens out front, and then a bank that dropped off more than a hundred feet to the beach and the ocean, thus affording a magnificent view of the Gulf of Georgia and the islands and mountains beyond. At the time, the President of the University, Walter Gage, who was a bachelor and who was settled elsewhere in Vancouver, did not wish to use the house. The University looked around for a "user" of the right sort of size, one which did not have a lot of heavy equipment involved in its work (which would require changes in the structure) and could therefore move in for a few years without causing a great deal of trouble. Verner got Scarfe to go to bat for the Adult Education Department and this was approved. So it was a most unusual set of offices and surroundings to which I moved. Unfortunately, when Roger Boshier and I arrived, the only spaces available for offices were a couple of small rooms off the kitchen which had presumably been used by maids or catering staff who were employed

when the President entertained. However, I was dividing my time at that point between the Center and this Departmental office, so I wasn't there all that much, and by the time I was in the Department full time, John Niemi had left and I moved upstairs to a generous-sized former bedrooom which looked out over the Gulf.

There was what appeared to be a well established "culture" in the Department when I arrived. A few of the Masters and Doctoral students (there had been a Doctoral Program since 1966) seemed to be "permanent residents" in the kitchen area outside my door, and they gave every appearance of having settled in for quite a long time. (In fact there was a problem at that time of getting doctoral people finished up and on their way.) The psychological climate of the Department was very much affected by a deep cleavage of bitter feeling between Coolie Verner, the dominant figure, and John Niemi, a faculty colleague. The rest of us looked on with amazement, wondering when and how this bad feeling would surface next. I was a bit aloof from some of this when I first arrived, spending only about half time around the building. But it was an uncomfortable situation, and a pitiful one. The building in which the Department was housed had the name of the Adult Education Research Centre (AERC), which our offices still do to this day. This was something of an affectation, meant, I suppose, to emphasize the seriousness of the program as a research-based one.

The psychological climate of the Department only emphasized a phenomenon which was bound to involve a transition on my part. I had come from the Extension Department/Centre for Continuing Education in which some of us had been very close friends. As well, there had been quite a lot of group spirit there, based perhaps on our sense of being marginal people in an institution which didn't care about us much, and where we needed to band together to protect and advance our interests, if we were to survive. We were "huddled together", with our backs to the wall. An academic department, on the other hand, is a collection of individuals. I suppose that in some departments people are close friends, but when this happens, it is in spite of the system, not because of it. The career advancement system of the university rewards individual achievement and "penalizes" those whose published work is done jointly with others. So I think there were some basic differences between the climate in Continuing Education and that in the average academic department. Added to that in our case, however, was the unfortunate disharmony between Verner and Niemi, the former being the dominant figure in the group. I had known all this before I made the move, however, so it came as no surprise.

It was of basic importance to me that I had been appointed with tenure from the very beginning. I had no formal qualifications in the field of adult educa-

tion, my Masters degree being in History. I assumed from the day I joined the Department, therefore, that the rank of Associate Professor, to which I had been appointed, was as high as I would ever go. I had no ambition to get further promotion, and that being the case, I felt no pressure to go and get a Doctorate in the field unless I wished to do so. I felt throughout my time as a teacher that I would have been better equipped to guide student research if I had a better knowledge of statistical research methods than I did, and there were times I felt the lack of advanced study in other aspects of the field. I picked some things up as I went along, of course, and as I recall continued for some years to give some thought to doing a doctoral program. I never "got around to it", and as time went by, felt increasingly confident that I was equipped, without it, to carry out the work I was assigned.

It had been explained to me by Gary Dickinson when I first joined the Department that because I did not have a Doctorate myself, I could not serve as chairman or supervisor of students' doctoral research work. I asked him if that was a promise, which he didn't seem to think that was very funny, and I have been grateful throughout my teaching years that I have not had to concern myself with all the fun and games of putting together doctoral committees and oral panels, nor spend much time watching professors play academic games with each other in those kinds of situations. The very few times I was involved myself as a member of a doctoral committee, I did not find it very enjoyable. And on occasions when for some reason I just went along as a member of the "audience" at a doctoral oral, I usually found it a less than attractive experience.

Teaching

My teaching over the years has been concentrated in several areas. In my first few years of teaching I quite often taught what was then the only undergraduate course we offered, "The Introduction to Adult Education". After we created a new, undergraduate curriculum for the Diploma Program (in 1980), I consistently taught courses at the Diploma (undergraduate) level, especially those related to my interests in the "foundations" aspects of the field—on "The Institutions of Adult Education" and "The Community Practice of Adult Education". As well, we have had a course which is intended to be a culminating, integrating course for those on the Diploma Program, and I taught that course, the "Diploma Seminar", on a regular basis for years, sometimes in the summer as well.

At the graduate level, I began by teaching the course called "The Foundations of Adult Education", which deals with social, historical and philosophical backgrounds to the field. In the early Eighties, however, we agreed that we should think as well in terms of teaching more advanced or

specialized courses in our areas of research activity. For me, this area was the history of adult education in Canada and B.C. I indicated to our Co-ordinator as early as the fall of 1981 that I would like to develop and offer a course in that area. Roby Kidd was scheduled to come and teach a course on the history of the field in the summer of 1982, but he died suddenly in the spring of the year, so I offered the course instead. I continued to give such a course on occasion under one of our omnibus course numbers until 1984, when we engaged in a major overhaul of the Masters level curriculum. At this time I was asked to prepare a detailed description of such a course, which would have a number of its own and would be a regular offering in the program. This course was approved by the appropriate levels of University decision-making in 1984 and became part of the regular curriculum from that point on. I gave the course every year thereafter, and it was never offered by anyone else.

I count myself to be very fortunate in that generally speaking, I have been able to teach things in which I have been genuinely interested. Even the undergraduate courses I have taught have been in areas of interest to me. Because most of the students in the Adult Education Program have had experience working in the field before they come to study with us, they are relatively mature people who have had an opportunity to develop their capacities of intellect and judgment. I have therefore not needed to oversimplify or talk down to students, even those in our lower level courses. It has been a challenge and a pleasure to teach at an adult, and relatively sophisticated level, even in our undergraduate, introductory and Diploma Program courses.

Concentrating as I have on the "foundations" areas of the field of study, I have not ever taught the "how to do it" courses in the Program—on program planning, instruction, administration, research methodology, etc. These latter sorts of subjects are the sort of thing in demand by business and industry, professional groups, other institutions, etc. I have therefore had few opportunities for extra-mural (and extra income) kinds of consulting work. I have stuck to my "foundations" areas pretty much, the exception being a certain amount of non-credit work from time to time training discussion leaders—something with which I had quite a lot of experience back in my Extension years.

I don't consider myself to have been a particularly outstanding teacher. The strong point of my teaching, I think, was my capacity to relate to people. I have taken seriously Carl Rogers' suggestion as to the importance of being "authentic" as a teacher. I have therefore tried to teach in ways which seem right and natural to me, rather than to adopt methods and approaches because the textbooks say it is a good idea. I always tried to be thoroughly prepared in my teaching, and to have courses well organized from day one. And for each class, I made a point of having what seemed a good plan, though I didn't always "cover" all that I had prepared. In my history course, I found myself

lecturing quite a lot, though I looked for ways to have discussions whenever that seemed sensible. I am not very comfortable with breaking up the class into small groups unless there is a really good reason for doing so; rather I tended to get discussion going in the group as a whole. Our classes were never very large, of course, so that usually worked quite well, I felt. I tried in as natural a way as possible to inject incidental humor intoproceedings, and I think I have a knack for doing that.

In recent years, almost all our courses were half-year or one term courses. This plan (which was implemented in the curriculum revision of 1984) was good from the point of view of allowing more flexibility in students' programs, but its disadvantage was that there was not as much time for the instructor to get to know the students. The exception to the half year pattern in my work was the seminar which I taught most years in the Diploma Program. In the case of this course, we met every week for the whole seven months of the academic year. The course operated, after a few introductory sessions, on the basis of students presenting to the rest of the group the results of their research into some topic of interest. They did this in each term. Usually the group was quite a small one, this course being one which was taken only by Diploma students. Typically there were 6 to 10 people taking part, sometimes even smaller in the Summer Session. But for the normal academic year, this small group met weekly for some 25 or 26 weeks, and we all got to know each other quite well and become comfortable in dealing with each other. I met some wonderful people in that course over the years, and felt I got to know them quite well. I also felt that I was at my best as a teacher when there was sustained personal contact and I had a chance to widen the context of the "teaching" process, to include contacts of various kinds besides what took place in class times.

I guess I felt that I did an honest job of teaching, but was not a wonderful or prize-winning kind of teacher. I was not outstandingly colorful as a performer, though I tried to create a relaxed and "human" sort of atmosphere in my classes. I felt all right about my teaching, and once in a while, I think something went particulary well. Also, once in a while, I seemed to "click" with a good number of people in the class, and my efforts seem to have been much appreciated. A rewarding experience.

I did not teach at Summer Session very much over the years, but for some reason, I did a little more of it in the last few years before retirement. What I did mostly was teach the Diploma Seminar—the full year course—which we compressed into three weeks by having it meet from 1:30 to 6:00, five days a week. I taught other Diploma courses in the summer from time to time.

I also taught such extra-sessional courses at other institutions, again mostly in recent years. In the summer of 1985, I taught a foundations course in the recently-created Masters Program at the University of Calgary. It was an interesting experience because all their core courses in their program were taught in a four week period in the summer. I think I was there in the second year of their Program, so the first year, or newly admitted group of students were taking my course and one other in that period, and at the same time, the second year group was also in attendance and taking courses in adjacent classrooms. We met in the classroom centre run by the Faculty of Continuing Education, which provided very nice facilities, room for socializing, etc. Mary and I both went to Calgary for the four weeks and rented a university-managed apartment a couple of blocks from the campus and close to campus amenities, tennis courts, etc. We got around the town some, exchanged visits with daughter Janet, who lived in Edmonton, got over to the dinosaur park, etc. I enjoyed the experience, but could not accept their invitation to return the following year as well because of commitments to the U.B.C. Program.

In the spring of 1991, I taught a three week credit course at the University of Alberta in Edmonton. I arranged this with the help of Paula Brook, who had earned her Doctorate from our Department at U.B.C. and had subsequently become the first full time faculty member in Adult Education at the U. of A., in a Department headed by Abe Konrad, whom I knew slightly. The attraction of teaching for them was that I could live with daughter Janet and her family while I was teaching the course. In this case, it was a course called "Adult Education in Canada", which I taught shortly after completing the book with Paul Dampier, *The Foundations of Canadian Adult Education*. It was an entirely pleasant experience, both teaching the 16 students in the class and having a chance to visit with Janet and her family and with Paula Brook, who was a very kind "host" on behalf of her Department. I taught a similar course in Edmonton in the spring of 1993, and again in 1994, the latter being entitled, "Issues in Adult Education".

Student Advising

A significant part of a faculty member's responsibilities to students, over and above teaching, is that of acting as advisor. All students, when they enter the program are assigned to one faculty member or another as "pro tem" advisor (that is, they are free to change advisors at any time subsequently, as they get to know the faculty members and as they identify their particular fields of interest). The major responsibility of the faculty member at first is to make sure the student understands the requirements of the program, the options open to him or her, etc. Beyond that, the relationship with the student varies enormously. Some you see only when they need specific advice or information; others you wind up spending quite a lot of time with, if they have problems,

or if they have a particular interest in some areas which are of mutual interest. Each year, as new students came into the Program, I acquired new advisees. I never knew at the outset whether I would wind up hardly ever seeing the person, or whether we would spend quite a lot of time together.

I had a substantial responsibility in the Diploma Program. It turned out that I was the advisor to all students on that Program, as well as to my share of M.Ed. and M.A. students. Since the origins of the Diploma Program in 1966, responsibility for it was shared between the Extension Department/Centre for Continuing Education (Jindra Kulich was the person responsible there), which looked after the administration of the admissions process, the student records and the supervison of the internship experience. Someone in the academic Department was responsible for the academic advising of the students. John Niemi had been that person from the early days of the program, and when John left, six months after I arrived, I took over the responsibility. It was a great pleasure working closely with Jindra over the years on that matter. When the Centre for Continuing Education came under one of its periodic budget cuts—I believe about 1980—Jindra felt he could no longer carry the administrative load of the program, and I inherited the admissions/administrative side of the operation as well as the academic advising. We had as many as 125 to 150 students in the Diploma Program at one time, the vast majority studying on a part time basis. Most Diploma students didn't need much advising, mercifully (though there were notable exceptions), but it was a considerable load to look after the Diploma Program, the size of which I didn't feel was sufficiently recognized by my Department.

In addition to counselling students who were admitted to the Program, I spent a great deal of my time on the phone or in interviews explaining the nature of the Program, and of the field of adult education, to people who inquired. I tried to do that in a responsible way, not wishing to talk anyone into enrolling for whom it was not the best thing for them to do. Such phone calls came at the rate of one a day, on the average, and each could easily be an hour long. But I was very anxious to do the job well, and to advise the potential student in as wise and humane a way as I could. Once in a while I had feedback which was heartwarming, and which helped to keep me going. Shortly before my retirement, in the Diploma Seminar which I regularly taught, one of the students told the others that she had nervously placed a call from a little office in Yellowknife to this far-away place, U.B.C., and that I had been so human and so welcoming and helpful on the phone, it just made all the difference in her thinking about taking on her training program. That was music to my ears, because I had invested a great deal of myself in these things over the years, more than I think most people would. To have a person recognize and express gratitude for just those qualities of my efforts which I tried to stress was welcome indeed.

I invested a great deal of time, and of myself, in looking after the Diploma Program over the years. Our Departmental secretary—for the last ten years, Mrs Jeannie Young—was very helpful to me in this regard. I was aware that some faculty members in our Department tended to place higher value on the graduate studies parts of our Program, and looked down their noses at the Diploma Program a bit. I was fiercely devoted to the Program, feeling that it was a terribly important resource to many practitioners of adult education who wanted training in the field but who did not qualify to enter the Masters Program. At various times when our Department was faced with budget cuts or our resources were stretched particularly thin, suggestions were made about cutting back on our commitment to the Diploma Program, but I was pleased that on those occasions my colleagues generally rallied around, and the Program was never cut.

Supervising Student Research

Another dimension of teaching was that of supervising student research—mainly their major papers or theses which they had to write in order to complete their degree programs. Over the years I worked with a lot of students who were writing studies related to my areas of specialty—historical studies, institutional or organizational histories, biographies of practitioners, etc. Students had to approach faculty members with whom they wanted to work and ask them to agree to be their research supervisor or a member of their committees. Some students approached me not so much because I was expert in the topic they were studying, but because they thought they could work with me comfortably. In cases where such students didn't need much help with the content of their study, and mostly needed someone just to "legalize" the process, I often agreed. On other occasions, I said I would chair the committee if the student found some other committee member who could provide the expertise concerning the content. But in most cases where I was the student's Chairman, or "first reader", it was because I had some knowledge or know-how to contribute to the process.

I don't know how many major papers and theses I supervised over the years. I taught for 18 years in the Program and perhaps averaged something like eight a year (fewer in the early years, more in the later ones). On this basis, I would estimate somewhere between 125 and 150. As I have mentioned, I did not supervise Doctoral dissertations.

A few of those papers come to mind as memorable, for one reason or another. In some cases it was because of the author/student; in others it was at least partly because of the subject. Both factors combined in what was perhaps the most memorable of all. It also happened to be the last thesis I supervised, but it would have been my most memorable anyway. The student's name was

Kathryn Kennedy and the subject of her thesis was John Friesen, my friend and mentor. John had left the University in 1966, entering international work, but he retired back to Vancouver a dozen or so years ago. Kathryn Kennedy had taken a course with me and came to me sometime afterwards and said she would like me to be the research supervisor for her thesis. I did not not know her very well, but thought that she was a business-oriented person and wondered whether I would be of much help to her. I liked her, however, and was happy to explore things with her. After some discussions in which various kinds of topics were mentioned, she indicated that she thought she would like to do a biographical study. I then came up with a longish list of people who would be appropriate subjects, who were available for interview, and whose careers I thought would be interesting to study. I purposely put people on the list who were business oriented or had worked in vocational/technical fields, which I thought would be of interest to her. She interviewed two or three of them and came back still not satisfied. I had also put on the list my old friend, John Friesen. He was clearly a marvellous subject for such a study, but I was not sure that Kathryn would find his career and philosophical concerns of great interest. (I also wondered whether she had the background to be able to take on John Friesen's many-faceted career.) I was never more wrong. She had a meeting with John and "fell in love" with him. She knew he was the person she wanted to write about. For his part, John had indicated to others earlier that he did not wish to work with them on a biographical study, not I think because he didn't like them, but because he wasn't ready to enter into such a dialogue. So I had to be assured this time that John had not just "been polite" to Kathryn, but was really ready to take on this assignment. All systems seemed to be on "go" and off they went. Another unusual dimension of the arrangement was that not only was I supervising the thesis, but I was also one of the key sources of information for the study. My concerns about Kathryn not having the background for the study were well founded, I think, but she simply set to and learned what she needed to know. John was of tremendous help to her, and I tried to help in every way I could too. I was desperately anxious that if one of my students was going to write a study on my old and respected friend, John, it had better be a really good piece of work. And it was. Not only did Kathryn do a fine job on the thesis, but she and her husband, Gil, were extremely generous in their hospitality. They had John and Marta, his wife and Mary and I over to their house several times during the process. There was a personal dimension and an intensity to the whole project such as I had never experienced before in connection with supervising a student thesis. All in all, because of the subject of the study and the wonderful hospitality and warmth of the student, Kathryn, this was quite the most memorable experience I had in supervising a thesis. And it was certainly one of the best theses written under my supervison as well.

There were others I remember. One of these was one written by Paul Dampier, a person with whom I came to have a great deal in common in subsequent years. I had carved out the history of adult education in B.C. as one of my two primary areas of research. Paul had studied in the field of Political Science as an undergrad, so when he came to do his Masters degree in Adult Education, he was knowledgeable about those things, and quick to spot that next to nothing had been done on public policy as it relates to adult education. So he wrote his major paper on the history of public policy towards adult education in B.C. He did a very fine job on it. I was able to direct him towards some things I knew about, but he took that and other material and made it his own. He subsequently revised his paper somewhat and it was published as an occasional paper by PACE, the provincial adult education body. It was—and is—a useful source for students of the field.

Two women students wrote biographical studies of significant women in the field. Reva Kalef, whom I met in her very first course in adult education (and didn't turn her off, at any rate), did an interesting study of Betsy Macdonald's important career as elected official, leader of voluntary organizations, adult education practitioner, and a contributor in several other significant areas. Ricky Moss wrote a study of Dorothy Clode, one of the ablest of adult educators who worked in the public system, a person who was both a programmer and a community developer, as well as a leader in professional organizations.

I had an interesting experience as supervisor of Anita Bonson's study of the role of adult education in the national development process. This was a case of a student who received most of the guidance with respect to the content of her thesis from outside our Department (in this case, from Dr. Vince D'Oyley, who was able to steer her to relevant literature relating to the West Indies). But as well, I think that I was able to help her get to some literature and ideas related to the theoretical parts of the paper.

To mention several others more briefly: Mary Carlisle did a well researched and thoughtful paper on the history of the Farmers' Institutes in the Province. The other two members of her committee were from outside our Program on that occasion. Diana Robinson did a most interesting paper on the history of the work in adult education of the Registered Nurses Association in B.C.. Michael Quinn wrote a history of PACE. That was interesting both because I was one of his important sources for the paper, and because I had previously written the histories of the two earlier adult education bodies in British Columbia.

I have been mildly amused over the years by the fact that although my own institution forbade me from chairing Doctoral dissertation committees, and did not encourage me even to sit on such committees, I was on four separate occasions invited to be External Examiner for Doctoral dissertations at the

University of Toronto and the Ontario Institute for Studies in Education. My friends—Alan Thomas and Roby Kidd, mainly—will have suggested my name for such duties, and I always found it interesting to do. Unlike U.B.C., Toronto always brings the External to the oral examination, rather than just having the comments submitted in writing. It has been very useful to me to take part in such things.

Teaching Off-Campus and Abroad

I have referred already to the spring and summer teaching I did in recent years at the University of Calgary and the University of Alberta in Edmonton.

The Diploma Program in Adult Education, as revised in 1980, has turned out to be a very useful instrument to serve students in a wide variety of circumstances. As a result of the efforts mainly of colleague Roger Boshier, we have made it available to students in some other countries of the world, mainly Pacific Rim countries. Roger had made professional acquaintances in Hong Kong and out of discussions with them arose a proposal that U.B.C. would offer our Diploma Program to students there, with the Chinese University of Hong Kong being a co-operating partner and local administrator. Our institution, U.B.C., did not get its usual student fees out of these courses, but the fact that Dan Birch, then the Dean of Education, was in favor of the program, allowed us to proceed. The arrangement was that Hong Kong students paid fees at approximately the same level as if they were at U.B.C. The fees were then divided between the local institution (which thereby covered its costs of advertising, reproduction of materials, etc.) and our Department at U.B.C. (which we used to cover a token payment to our institution, the travel and living expenses of the faculty who taught in the Program, and honoraria for those faculty). The payment to our faculty was much below what we would normally get for teaching such courses, but this was accepted in return for the pleasure of working and living in Hong Kong for the period, usually two weeks at a time.

After this program had been running for 2 or 3 years, it occurred to me that it would be interesting to take part. The program had up to then been pretty well the "property" of Roger and two other colleagues, Dan Pratt and Tom Sork, but when I indicated an interest, they were most welcoming, and I was slotted in to the schedule. As a result of this, I spent a little over two weeks teaching two credit courses in Hong Kong in late November and early December of 1985. I lived where others had, at the low cost hotel run by Caritas on the Kowloon side, and the courses were held at an office block down closer to the waterfront, also in Kowloon, in classroom space utilized by the Extra-mural Department of the Chinese University of Hong Kong (CUHK), which also had its offices in that building. My host in Hong Kong

was the then Assistant Director of Extra-mural Studies, Dr. Spencer Wong. He was most hospitable, met me at the airport, took me out for social occasions a couple of times and introduced me to the charms of the public transportation system of Hong Kong. One of his staff members, Christine Mann, was currently registered in the Diploma Program, was therefore a member of both classes I taught and was extremely helpful in running off materials we needed in class, etc. (Christine subsequently came to U.B.C. and did her Masters Degree, and we saw quite a lot of her.)

The arrangement for the course was that for each of the two courses I taught, "Institutions" and "Community Practice", I sent readings to be done in advance and assigned an essay which was to be completed by the first day of classes. We then had a week of class meetings (9:00 to 5:00 every day). The students were then given a further paper to write, the deadline being a month or so after my visit was over. So each course was a combination of distance education and face-to-face instruction. We got as many class hours in in the courses as students do on the U.B.C. campus at Summer Session.

The experience of being in Hong Kong for that two weeks plus was a most rewarding one. The students were friendly, and took me around a bit, including an afternoon's outing one day, and a group lunch on several occasions. When I lost my voice for a couple of days, Christine and a nurse student in the class took me out to see the doctor on the main campus of the CUHK, which was an interesting experience in itself. And the students were most co-operative when I had to adjust my teaching for a while because of the absence of my voice. It was most interesting to sense the cultural differences between the Hong Kong students and our own back home. The different educational backgrounds were revealed, I thought, in that the students in HK were constantly searching for first principles and the theoretical basis of things, whereas ours seem more willing to leave things at a more practical, "what works" level. I'm not sure what the HK students thought of me and my teaching. The Caritas hotel was adequate, and had Western and Chinese fare in the dining room. I "tasted the delights" of Hong Kong's famous shopping facilities, and got a bit of Christmas shopping done. All in all, it was a most rewarding and broadening experience.

By the time I returned, my feeling was that it had been a good experience, but not necessarily one I wished to repeat. By this time, we were also delivering our Diploma Program up in Whitehorse, the capital of the Yukon Territory. I let it be known that in the immediate future, I was more interested in teaching in Canada than in going back to Hong Kong. It was approximately a year later (in the fall term of 1986) that one of the Diploma courses which I taught most frequently, "The Institutions of Adult Education", was due to be offered in the rotation at Whitehorse, so I took it on. In this case, we were offering the

Program there by sending up instructors, one each term, and thereby delivering the whole Program over a two to three year period. What I did was to arrange to go to Whitehorse on four different weekends (with two week intervals). I flew North on Friday morning, we met on Friday evenings and all day Saturday, quitting in time for me to catch the evening plane back to Vancouver. In that way, each visit took only two days out of my life, though I found myself good and tired for a couple of days thereafter each time. But it was worth it. I got a taste of the spirit and special flavor of life up there, and among the students were some most interesting people. Most of the group was made up of faculty members from Yukon College, who were using the Program as in-service development. Incidentally, I also gained new respect for the distance education Masters Degree offerings of St. Francis Xavier University while I was in the Yukon. I met at least five persons there who were at various stages of completing their St. F. X. Program in Adult Education.

In the case of Hong Kong, there have been three rounds of the Diploma Program offered; that is, three groups have been taken through the whole range of courses over the last ten years or so. We have offered one round of the Program in Singapore as well, though I did not take part. (I was scheduled to teach in Singapore in the first round of a second offering, but there were insufficient students). In Whitehorse, we took the original group through the entire Program, and then because a few people had joined in after the initial courses had been completed, we offered just a few courses for a second time.

In the early Eighties, it became apparent that the distance education or correspondence version of our Introductory course, ADED 412, was getting badly out of date. A team of four of us—two students and two faculty (Jim Thornton being the other faculty member)—set to and did a partial revison of the course. In that connection we were faced with a familiar problem—the lack of good Canadian materials. I wrote a section of the course which was a general description of the historical development and general characteristics of adult education in Canada. I could do this based on my general knowledge of the subject. It was a useful exercise for me, being a forerunner of more detailed work which was to go into the *Foundations* book later on.

While on the subject of distance education, I wish to mention that several times in recent years I have had the pleasure of taking part in a telelecture with classes in adult education at other institutions. It was in every instance a case of the instructor of the course feeling that it would be useful to his students to speak directly with me about the history and development of the field. This was of course flattering, in that I was being singled out as the Canadian expert on the subject. As I recall, I did this three times with classes at the University of Calgary (different instructors in each case) and twice at the Ontario Institute for Studies in Education, in Toronto. I also was inter-

viewed on audiotape about the history of the field for use in a distance education course in the field which was being prepared by OISE.

Administration

When I first joined the academic Department, I was to an extent "fleeing" from administration. I had found the previous few years of administrative responsibility very frustrating and stressful (though worthwhile, and very stimulating as well). I was happy to be out of that, and at no point thereafter went looking for administrative tasks. Some came my way, however. I have mentioned already that I carried responsibility for the administration of the Diploma Program in Adult Education for quite a number of years. Most faculty, certainly in a smallish department like ours, have some such work to do. I always felt that my work with the Diploma Program was probably a heavier load than any of my colleagues were carrying, except the Department Head, so I was content that I was doing my share.

In 1977, Bill Griffith joined our Department, coming from the well known graduate program at the University of Chicago. He was a relatively high profile figure in the field, and at the Dean's urging was named Chair of the Adult Education "Department". He had, in a sense, filled the spot which had been vacated as a result of Coolie Verner's retirement. I put department in quotes a few lines above because this was back in the days when we had a large number of small units in the Faculty of Education which were called departments, but were not so recognized by the official structure of the University. By the time Bill's three year term as Chairman was coming to an end, some dissatisfaction with his style had surfaced. Some of these feelings were aired in a couple of "crisis" meetings in late 1979, but he was re-appointed. In the wake of this, however, when I came back to work after my leave of absence in 1979-80, Bill asked me to take on some of the administrative load, to which I agreed.

We continued in this way into the early Eighties, at which time the Dean, John Andrews, made it clear that he intended to re-organize the Faculty, combining the old unofficial departments into fewer, larger units. We in Adult Education tended to resist this idea, feeling that we did not have much in common with any of the other groups. The time came, however, when something had to give, and we were combined in 1981 with Educational Administration and Higher Education into a Department of Administrative, Adult and Higher Education (AAHE). Things were complicated, however, by the fact that Adult Education was located in its house-like structure over on Toronto Road, just off the campus, whereas the rest of the Department was a half a mile away on the campus. There continued to be a need, therefore, for someone to provide administrative leadership at our level and each of the three program areas had a "Co-ordinator", who reported to the Head of the

Department (or Acting Head, as it was for us for some years thereafter). Bill Griffith was thereby "translated" into the Adult Education Co-ordinator.

Bill went on leave for the year 1982-83 and during his absence, Kjell Rubenson, a senior and highly regarded academic from Sweden, joined us and took over as Co-ordinator. This continued until other duties required him to give up these administrative responsibilities. I took over as Co-ordinator for Adult Education in the summer of 1984.

We were "short" of people in Adult Education who were both acceptable to the rest of the group as Co-ordinator and also were seen to have the skills or temperament which allowed them to perform satisfactorily in the position. I stayed as Co-ordinator for something over two years and then tried, unsuccessfully, to get out of it, feeling I had done my share. A further effort to get out of the job in the spring of 1987 was taken seriously by our Acting Head, Graham Kelsey, but he came back to me in the end and appealed to me on the grounds that there simply was no other acceptable choice. So I stayed on for more than a year longer, until relieved of the task by our newly-appointed Department Head, Jean Hills, in 1988.

It appears that the successive Deans of the Faculty were not generally very impressed with the leadership capacity of those members of the Department who were willing to serve as administrators. After the Department was formed in the early Eighties, we had an Acting Head for quite a while in the person of Jean Hills. In the end, Lorne Downey, a colleague from Educational Administration, was named Head. Lorne resigned after a year or two in the post and we reverted to an Acting Head, this time Graham Kelsey. Graham performed really well as Head, but after a couple of years it became clear to him that doing the job was getting in the way of his scholarly work, and likely his promotion. So he approached the Dean, who by this time was Nancy Sheehan, and urgently requested to be released from the job. The choice of a successor was still not an easy one, but the Dean felt that Kelsey had done his share and had to be released.

I got a phone call from the Dean one day in early May of 1987 and at a subsequent meeting, she and her Associate Dean, Doug McKie, leaned on me and told me I had to take over as Acting Department Head. She requested a prompt letter from me, not saying whether I would do it, but outlining the administrative arrangements I would put in place when I did it. This was about the most ironic thing that had ever happened to me. I had perhaps been the leading figure in our Adult Education group in resisting the formation of our larger Department, and I was a well known grump, or malcontent as far as departmental affairs were concerned, after we had been forced into the arrangment. Now I was being asked to Head the Department. Not only did I

not wish to be in that heavy an administrative role at all, but I particularly didn't want to be responsible for running a Department I "didn't believe in". But I was stuck with the job. I decided to hold out for the hiring of an administrative assistant as the condition of taking on the job, and this was agreed to.

So for some four months in the summer of 1987 I was Acting Department Head of AAHE. I maintained two offices, my regular one in Adult Education over on Toronto Road, and my "Head's office" in the other part of the Department, where the Departmental secretary was located. I went to the latter as necessary (and as little as possible). What made life bearable was that I was successful in persuading Margaret Owens, a Masters graduate in Adult Education who had done some teaching for us as a teaching assistant, to take on the job as administrative assistant, with a bit of teaching on the side. I was far from happy with having to be Department Head, and actively disliked much of what I had to do in the job, but I carried on. It was a great pleasure to work with Margaret.

In late September, my heart started acting up. I had sharp pains in my chest and was all of a sudden unnaturally tired out. I had had a bit of history of heart trouble, and some years before had the usual round of stress tests, etc. So this further trouble in 1987 was not out of the blue, by any means. It hit me hard, and on September 24, I delivered a letter of explanation and resignation to the Dean and told her I could not carry on as Acting Head, and would she please arrange for a replacement as soon as possible. To her credit, she acted with great speed. On the same day, Jean Hills called me letting me know that the Dean had asked him to take on the job and that he was doing so as of then. This was a wonderful relief to me and helped me cope more easily with my health problems.

I had some further tests on my heart, went on some medication designed to slow down the system and in a couple of weeks started back to work on a part time basis. I was asked to carry on as Co-ordinator of Adult Education, with assurances that it would be made as easy as possible for me. I filled that role for approximately another year, by which time Jean Hills was officially appointed as Department Head and decided to try to operate without having Co-ordinators in the three program areas. This left me with only the Diploma Program to look after, as far as administrative responsibilities were concerned, and this was familiar and congenial work. So it continued until I retired in June of 1992.

Special Events And International Contacts

There were a number of events and noteworthy contacts which I made in this eighteen year period which are memorable. I will mention only a few here. In

the case of those with international dimensions, I will have more to say about them in Chapter 8 as well. I did not have the same opportunities to travel during my teaching years as I had formerly in the Centre for Continuing Education, the lack of travel funds being the main reason. I could have done more, at my personal expense, but I had earlier done quite a lot of that, and didn't feel a strong urge to be a globe trotter.

There were a few academic special events which are memorable. In 1978, Duncan Campbell of the Univesity of Alberta invited me and Mort Gordon (from the University of Michigan) to share with him the leadership of a two day institute on "Contemporary Issues in Adult Education". That turned out to be a very pleasant and stimulating event. In April of the following year, Ron Faris, from the B.C. Ministry of Education, and I conducted a two day meeting at the Centre for Continuing Education on the campus devoted to examining the factors in Canadian society which had influenced the development of adult education. We were pleased that Roby Kidd, as busy as he was in those years, agreed to come and take part. The three of us gave the main papers around which the program was organized. Early in 1981, friend Jack Blaney made it possible for me to attend (on a complimentary basis) an outstanding academic symposium on federal provincial relations in the field of education. It was high calibre stuff, and I found it of great assistance to me in my teaching. Finally, I want to mention a "pair" of presentations to CAUCE Annual Conferences which were of interest to me. In 1975, four of us were asked to be a panel to discuss the ways in which, or the factors affecting how continuing education units can obtain "power" within their institutions; how they can gain a position which allows them to do their jobs successfully. That program went quite well, I think. Ten years later, I think when he was President of CAUCE, Jack Blaney arranged an in-service training event the day before the Annual Meeting for which he reassembled the same panel and we "revisited" the subject. Both occasions were particularly pleasant, and I think successful.

I had several opportunities to speak to conferences of adult educators in other Provinces over these years. I have memories of such meetings in Winnipeg (I think three times), Regina and Saskatoon, Calgary and Banff. Of course one feels good or not so good about one's performance on such occasions, but invitations did keep coming, so I guess I performed reasonably well.

In 1990, the designated "International Literacy Year", most if not all Provinces in the country organized special events to commemorate the occasion. In October of that year the Alberta people held a high-powered conference on the subject to which they invited a number of outstanding speakers and also involved the Governor-General, Ray Hnatyshin. I was lucky enough to be asked (hired would be an accurate term) to be the "synthesizer" of the confer-

ence, saying a few words at the outset and delivering a summary at the end. In addition, I was required to produce an article/statement each day to form the chief item in a daily newsletter which was circulated to those attending. This turned out to be a most memorable occasion for me, and I had the feeling that I had carried out my appointed tasks well. While I was in Edmonton, I led a seminar in the Adult Education Department at the University as well, the Department to which I was subsequently to return several times to teach credit courses.

I also had the pleasure of taking part in several international events during this period, over and above some normal tourist type of travel. The earliest of these took place in July of 1978, when I was invited to Australia for a brief period. Peter Grayson, the Director of Extra-mural Studies at the University of Melbourne, where they had the university extension function under review, invited me to visit the University, consult with some University officers and give a couple of seminars. This was so timed that I could go on from there to take part in a national conference on adult education in Canberra, one generally related to the UNESCO "Declaration" on the field which had been issued in 1976. Then I had a few days to go on to Sydney and visit with adult education people there. More in the international section.

In the summer of 1983, Chris Duke, whom I had met in Australia and who was, after Budd Hall took over the direction of the ICAE, the Assistant Secretary-General of that organization, came through Vancouver and spoke of the possibility of a seminar in China the following year, asking me whether I would be willing to give a paper. In the end, this event came about, jointly sponsored by the International Council and the Chinese authorities. More details about this in the international chapter, but I was delighted to be invited, and to be asked to give one of the two opening papers. The paper was a challenge. It was to be about the history of adult education, world-wide, and to be no longer than ten pages. That took a little doing.

At the Shanghai meeting, just referred to, I met a very fine Japanese man, a Professor of Adult Education at Kyuku University, Kazafusa Moro'oka. He subsequently headed the Japanese delegation to the UNESCO Paris conference on Adult Education in 1985, and spent a few days in Toronto and Vancouver on his way back home. It was a great pleasure to have a chance to get to know him a little better during his visit.

I had opportunities to continue my contacts with things Chinese (after my visits there in 1974 and 1984). While at the Shanghai conference in 1984, we had a meeting one evening with the senior Chinese official in adult education about a proposed project to be funded by CIDA and administered by the CAAE (they asked Knute Buttedahl to administer it) under which the large

adult education institution in Wuhan, which had been designated as one of the leading centres for adult education development in China, would be given assistance with its development. That project eventually was funded and I think on three occasions, I met with parties of adult educators (or adult educators in training, perhaps it would be better to call them) from Wuhan while they were in Vancouver as part of their cross-Canada study sessions. On each occasion, I was given the task of describing for their benefit the general structure and characteristics of adult education in Canada. This was a challenging thing to do, and provided the basis for several most interesting meetings.

In the late Eighties I had some Swedish contacts which were to prove most rewarding. Anyone who knows about the field of adult education, especially non-formal aspects of it, is aware of the remarkable Swedish Study Circle movement. The latter is a product of co-operation between government and a number of national adult education agencies in Sweden, government granting public funds to support the educational activities of these various bodies. At least partly for that reason, Sweden has, as far as I know, the highest participation rates in adult education of any nation in the world.

In 1988, because the year marked I believe the 350th anniversary of the founding of New Sweden in North America, the Swedish and American governments arranged for several parties of Swedish people to come to the United States. One of these groups was made up of adult educators, and when my colleague, Kjell Rubenson and Ian Morrison of the CAAE learned about this, they prevailed upon the Swedish authorities to extend the tour of American centers so as to include some stops in Canada. When the group came to Vancouver, again I think because of Kjell's influence, I was asked to make one of the presentations, about Canadian involvements (Farm Forum, Citizen's Forum, etc.) in study group kinds of activities. I enjoyed meeting the party, but did not have very long with them. I assumed that was the end of the matter. But some months later, I received an invitation from Ken Abrahamson of the Swedish Ministry of Education, inviting me to take part in a two week series of meetings in Sweden, in which we would learn about Swedish adult education on the spot, and have meetings with adult education leaders in that country. The invitation apparently went out in the main to those who had had dealings with the Swedish party when it was in North America.

This was all very timely for me because just at that time, I was working (again) on my book about citizenship education in Canada and was giving a lot of thought to where we should be going in that field. The Swedish/Scandinavian model of study group work was clearly one of the models I wished to examine in this connection and the trip to Sweden provided me with a wonderful opportunity to do so. Thus I came to spend the first two weeks of June, 1989, in Sweden, where I had never been before. They

looked after us wonderfully well in Sweden. We had several main stops in that country: a few days at Kungälv (near Gothenburg), the site of the international folk school (where we examined the folk school movement); a stop at some other folk schools; a couple of days at Linköping (the centre where much academic training of adult educators is carried out at the university there); several days in Stockholm, where we had meetings with government people and the broadcasting network; and then most of a week at the Brunswick Folk School near Ludvika, which is perhaps the chief centre of the study group movement (as well as being a center for training labor leaders). Our host there was a wonderful man and the outstanding scholar of the study circle movement, Henry Blid. I particularly enjoyed our time there, and the opportunity to learn about the study circles. I gave a presentation there as well, again about related work involving study groups in Canadian adult education. I am not sure just how much friend Kjell had to do with my being included in these contacts with the Swedes, but I think quite a lot. And the opportunity to go to Sweden and study their work at first hand was a very significant one for me.

Involvement with the Ministry of Education

In the first 8 or 10 years of my time in the Adult Education Department at U.B.C., I had a lot of contact with the people concerned with adult education in the Ministry of Education in B.C. During that period, we were witness to the "rise and fall" of the Continuing Education unit within the Ministry, a most exciting time. The NDP government (1972-75) had brought to B.C., initially as an assistant to John Bremer, the "Commissioner" of education, Dr. Ron Faris, who grew up in this province, got his Doctorate in Adult Education at OISE, had been working for the government of Saskatchewan before being hired by the B.C. Ministry, and was to be the key figure in developments within the Ministry. After the NDP administration was defeated in late 1975, Faris stayed on, eventually being appointed as Director of the Continuing Education unit.

The team of Pat McGeer, the Minister of Education, and his Deputy Minister, Walter Hardwick, were effective leaders of the Ministry under the new Social Credit government, and they had a lively interest in all measures, including adult education, which promised to extend educational services to other than the normal "patrons" of the formal system. It was they who started the Knowledge Network and the Open Learning Institute (later Agency). Early in their tenure, they initiated several studies of aspects of this area, one on delivering university programs beyond the metropolitan areas, one on technical and vocational education, one on distance education methods, and one on "Adult and Community Education". The latter was known popularly as the Faris Committee because Ron Faris was named as its Chairperson.

I was named to the membership of the Faris Committee, which did its work in a very compressed period in1976, and found it a most rewarding experience. The Committee was made up almost entirely of people "in the system"—adult educators from the school boards, the colleges and the universities—and we carried out our work under the vigorous leadership of Ron Faris. We got out a discussion paper designed to raise issues, held forums/hearings in I think 14 different centers in the Province, received some hundreds of briefs, and in the end produced our report. I worked hard at it and learned a great deal from the experience.

Ron Faris had his critics—quite a few of them. Some didn't like his political philosophy, which was mildly left of center. School board people felt that Ron was biased in favor of the community colleges as deliverers of adult education services. And generally, many adult educators who were accustomed to pretty well running their own show in their adult education programs (and doing it quite well) did not appreciate the creation of another unit or level in the system which had ideas for change, and the financial clout to make it happen. Ron had the confidence of his bosses, however, and was for several years given considerable financial resources and allowed to build up a staff of 7 or 8 professional colleagues. (I had a special interest in the latter because wife Mary was for several years seconded by Vancouver Community College to Ron's unit of the Ministry, where she gave leadership in the field of English as a Second Language.)

Ron and I had quite a lot to do with each other over these years. I became involved in several aspects of his work. In the late Seventies and early Eighties, Ron and the Ministry—through the medium of the BCACEA—held a number of high profile provincial conferences on adult education or lifelong learning, involving not just adult educators, but also the School Trustees, college board representatives and high Ministry officials. I was invited to give speeches at all of these conferences, of which I think there were four. (Out of one of these conferences came an announcement by the Ministry that they would initiate a policy development process for adult education services, a most important step, but one which after being well launched, the government subsequently destroyed). As a way of encouraging changes in the adult education services of the school system and the colleges, Ron's unit set up a fund from which institutions could draw "start-up" funds for innovative work. For three years at least, I was a member—at times the Chair—of the panel of "experts" who advised the Ministry on which of these "Special Projects" to approve. I worked with Ron on a variety of other things as well.

As a result of the Faris Committee recommendations of 1976 (published the following year), the government established a Ministry Advisory Committee on Adult and Continuing Education. I didn't have anything to do with the

Committee in the first two years of its operation, though my colleague, Gary Dickinson, was its Chairman, I believe. However, in 1980, there was a turnover in the membership of the Committee and I was named to its membership. Much to my surprise, when I attended my first meeting of the Committee, I was faced with a compelling demand that I become its Chairman. The membership of the Committee was drawn largely from the school boards and college systems, and each of these groups was suspicious of the designs of the other. It therefore was important, they claimed, that the Chairperson not be from either of those sectors, and I was the clear choice of those from outside those groups. To my astonishment, I was named Chair of the Committee at my very first meeting. I remained in that position for two years, working closely with Ron Faris and having several contacts with Jim Carter, who had recently become Deputy Minister of Education. This was a period which began in the relatively heady days of the policy development process (our Committee generated the initial drafts of the policy statements) and concluded amidst the onset of the austerity period of the early Eighties and a rapid backpeddling and slashing of budgets in adult education, as elsewhere, on the part of the government. It was a case of "damage control" in the latter days of my two year term, and even the Committee itself did not last too long beyond the time I was a member. I had an opportunity to see government operations more closely, to keep abreast of government policy (which was helpful in my teaching) and to meet and work with a number of really good people in the context of my time with the Ministry Advisory Committee. Ron Faris "hung on" in the Ministry for longer than most of us could understand, and then he was hired in the Literacy Secretariat of the federal government. While he and his unit were allowed to do so, they provided extremely able leadership in the public system of adult education in the Province and many of the products of his unit's work—research findings, curricula, policy ideas, etc.—were widely admired and made use of by other jurisdictions.

Continuing Involvement in Professional Organizations

Although I did not hold executive offices in any organizations of adult educators in this period, I continued to serve on Boards and Committees from time to time. Most of this has been covered in the previous chapter and will not be repeated here. The end of the Seventies brought awards from several organizations: an honorary life membership in the university continuing education organization, CAUCE; the Roby Kidd medal from the CAAE in recognition of my service as editor of its journal, *Learning*; and the "Outstanding Adult Educator" award (I was the first recipient of this) from the provincial body, PACE.

Having helped with the creation of CASAE at the beginning of the Eighties, I served as Chair of its sub-committee on the history of the field for its first sev-

eral years. I served as B.C. regional member of its Board for two years during the decade and did several ad hoc jobs, such as serving on an Awards Committee in 1991. I also took over from Roby Kidd the direction of a project under a Secretary of State grant which allowed us to carry out some exploratory work concerning sources on the history of adult education in both official language communities.

In connection with the CAAE, I was one of the leaders of a symposium held in Vancouver in June of 1982 on the subject of "local learning centers", something I had written about earlier. I also worked on a Committee based in Vancouver which drafted for the CAAE, in connection with its 50th anniversary in 1985, a statement or "Declaration" of the purposes of that organization. This job seemed to go on forever, as we went through various drafts, and in the end, the national Board of the organization took the job over from us, producing in the end quite a changed version.

In the case of CAUCE, I served for a couple of years on a Committee which juried articles from its journal for awards in different categories. At Jack Blaney's request, I took responsibility for finding and working with a graduate student, who organized the archives of CAUCE and shipped them off to their national office in Ottawa.

Research and Publication

This will be the subject of the following chapter, and I will leave an account of this work until then. Having joined the ranks of the faculty, it became a responsibility to carry out research and publish the results. I felt that I kept my end up satisfactorily in this regard. I published quite a lot, in various forms, over the years. A lot of this "came together" in the final years of my career before retirement with the publication of my monograph, *The Invisible Giant*, (1) which was a history of adult education in British Columbia, and two books, *The Foundations of Adult Education in Canada*,(2) which was co-authored with Paul Dampier, and *Citizenship and the Adult Education Movement in Canada*.(3).

Personal

These were good years on the whole as far as my personal and family life were concerned. Our wonderful marriage continued to be a source of warmth and happiness, as it had since day one. Mary had an eventful career in these years: directing the Neighborhood English Classes for Vancouver Community College; getting her Masters degree in ESL; working for four years on secondment to the Ministry of Education, providing leadership in the development of ESL activities in the school board and college systems of the Province; free-

lancing very successfully in her field for several years, which included heading up two ambitious curriculum projects for the Open Learning Institute, writing a curriculum for a Canadian ESL project in Indonesia (and subsequently going to Indonesia for 5 months to head up the beginning of the project); and serving for two years as Head of the Adult Basic Education sector of the Open College section of the Open Learning Institute (or Agency as it became in 1988), after which she returned to free-lancing. We had much happiness together and enjoyed the development of our children's careers, their marriages and their families. We travelled some, and continued to enjoy the benefits of our cottage on Bowen Island. As my retirement approached, we decided to build a year-round house on the lot next door to our summer cottage and to move there to live. This move took place just as I concluded my regular employment at U.B.C.

Several years before my normal retirement age at 65, I gave serious consideration to early retirement. The University, like others in the country, was on difficult days financially and for several years was actively encouraging people to retire early. In the mid-to-late Eighties, when our Adult Education Program appeared at times to be under some threat of being dispersed among the other Departments of the Faculty, I was thinking quite seriously about getting out. But life was congenial, as far as my work in our program area was concerned, I enjoyed teaching and my research and writing, and never quite came to the point of wanting to get out (or of giving up my full salary). Only in the last year of my normal working period, because there appeared to be some tax advantages to be gained from resigning, rather than going right to retirement age, I decided to leave six months early, at the end of June, 1992.

I have been at odds with my employing institution for most of my 38 years that I worked for it. In Extension/Continuing Education, I was aware all the time that we were a marginal interest of the institution and that we did not get a fair shake in terms of policy or financial support. In the Faculty of Education, we in Adult Education always felt, and were constantly reminded, that we were marginal to the interests of the Faculty, which was mainly concerned with training personnel for the K to 12 system. I had always valued my connection with the University—it was a good life—but at the same time, I frequently had a jaundiced view of some of its policies.

Mary and I are so happy that our three children are happily married, have children of their own, and are all employed at things that interest them. Mark, after almost ten years out in business activities, returned to U.B.C., earned his Doctorate in Education Philosophy, and now has a responsible administrative and teaching job at Simon Fraser University. He is in charge of degree credit studies at SFU's Harbour Center campus in downtown Vancouver. Janet, after teaching at the college at Thunder Bay for a year, returned to university

(Alberta) and got her MFA in theater directing. She then worked for eight years as Director of Catalyst Theater in Edmonton, gaining wide experience in the community use of theater, after which she joined the Theater Department at the Univesity of Alberta. She has very recently accepted a Faculty position at The University of British Columbia. Julia was drawn towards the field of English as a Second Language, like her mother, and after many years of part time and temporary appointments at Douglas College in that field, has now gained a permanent or tenured faculty appointment.

My father had passed away back in the mid-Sixties. My mother had a stroke in the early Seventies from which she never fully recovered and she passed away in 1976. The date of my mother's death stays clearly in my mind because it happened on the very day when Jindra Kulich was holding a 40th Anniversary Dinner for the Extension Department/Centre for Continuing Education, at which I was to be present along with all three Directors before me—Robert England, Gordon Shrum and John Friesen—and Jindra himself, then the Acting Director. I so admired both my parents and have nothing but loving and favorable memories of them. They both gave me so much. I think that on the whole, they "approved" of what I have made of my life.

7

Research, Writing & Publication

This is my home, the country where my heart is.
Hymn - "Finlandia"

There are only two exact sciences, physics and stamp collecting.
Ernest Rutherford

The need to leave a thumbprint somewhere on the world.
Arthur Miller, "Theater Essays"

I'm not sure when I got started writing. Certainly in university, and especially in my chosen field of history, I had to do a lot of writing, and a lot of reading. I suppose my training in the field of history, re-inforced by my work at the National Research Council in Ottawa and the large numbers of book reviews I wrote for the Inter-American Review of Bibliography while I was there may all have had an effect. So when I had something to write about that was of great interest to me, perhaps I had some of the skills required to enable me to get on with it. Also, I had grown up in a household where the English language was used well and was a topic of interest.

When I returned to U.B.C. in 1954, I had to give priority to completing my Masters thesis. This took me a while, longer than would be allowed these days, but I did get it done, in the form of a history of The University of British Columbia's work over the years, from its founding until 1955, in the field of adult education.(1) My change of topic, as described in Chapter 3, was important in terms of my being able to get the job done, but it had longer range significance in that it got me started on the history of adult education in my home Province. On a number of occasions in my future research activity, I was able to draw on aspects of the history I had dealt with in my thesis. Alan Thomas, when he became Director of the Canadian Association for Adult Education (CAAE) in the early Sixties, encouraged me further by arranging to publish a shortened version of my thesis (which for that publication I

extended in coverage ten further years—to 1965).(2) By that time, however, I had published several other things and could be considered to be well launched in my writing. As I look back on it, I see that although I was not a regular faculty member at that early stage in my career at U.B.C., I wrote quite a lot for publication. So much so that I felt when I did come to enter the Faculty of Education in 1974, I already had a publishing record which compared well with most of my faculty colleagues.

Although I published materials in a wide variety of places over the years, I was fortunate in that my friend, Jindra Kulich, after he joined the Extension Department and found his feet, began to build up a publications program within the Department. This took the form of a series of Occasional Papers (a series in which I published a number of quite substantial monographs), and a series of books, in which my last book was published. The Occasional Papers series was a crucial outlet for some of my work because he was willing to publish works about adult education in B.C. and Canada which he judged to be worthy of publication, but which would never have found a commercial publisher.

What subjects attracted me, and why? I think there were two factors at work. First and foremost, I was drawn to tell the story of adult education in B.C. and Canada. I have been—and am—a Canadian nationalist. As I got to know the literature of my chosen field, I became increasingly aware of the fact that although Canada had a most impressive record in adult education, even when assessed on a world scale, we had done comparatively little in the way of historical writing about it. I was impressed by the efforts of Roby Kidd, particularly, to make the stories in our field better known, through his collections of writings such as *Adult Education in Canada* (3) and *Learning and Society* (4) and the "Learning For Living" series of pamphlets of the early Fifties. But as someone with historical training, I felt I could add to the story. The development of adult education in my own Province was virtually virgin territory, and I felt anxious to get on with some of that story as well. I wanted to help tell the Canadian story all the more keenly when I transferred to the academic Department of Adult Education in 1974 and found myself surrounded by colleagues who had moved here form the United States and who had little knowledge of or interest in the specifically Canadian aspects of the field. It was "up to me", I felt, to get the Canadian story out into the light of day, where it could be used by students of the field in Canada. I was aware, of course, that anything I could do personally would be only a drop in the bucket as far as the field was concerned, but I hoped to make a significant contribution myself and to encourage others across Canada to join in the effort. I was also aware that what I could do, besides being limited in scope, would also be carried out in keeping with my own liberal philosophical approach to historical work. We needed as well those who would come at the task from other points of view.

The second factor which determined what kind of work I undertook was more "accidental". It arose in part from the resources or sources which were available to me. And as I began to develop a body of work, it seemed appropriate to build on those beginnings. For instance, when I had completed my monograph on Ned Corbett's years as Director of the CAAE, it was "natural" to go on and accord the same sort of treatment to the terms of Roby Kidd and Alan Thomas as Director. On other occasions, the road forward was not so obvious and I had to pause and make a calculated decision as to what to turn to next.

I guess that most of the time, especially since I moved to the academic life in 1974, I had two sorts of processes going forward. One was devoted to some major, longer-term writing task (such as the CAAE series, just referred to, or my general histories) and the other was a series of shorter jobs, designed for publication as articles or as the basis for papers at research conferences.

In what follows, I will divide the story up into four main categories:
- the early stages and apprenticeship
- the British Columbia scene
- the national scene
- international dimensions

The first of these is based mainly on a period of time—my early years in adult education work—and the other three will be based on themes or areas of concentration in my work as a whole.

Early Stages and Apprenticeship

Before I got on with completing my Masters thesis, opportunities arose to publish material in non-refereed journals. Arising from my work with the B.C. Adult Education Council, I wrote two articles which were carried by the national CAAE journal. These were "Mind meets Mind in British Columbia" (1955) and "Western Variations on the Theme" (1957), the latter being a roundup of developments in the four Western Provinces.(5) As I progressed with my thesis on the history of Extension work at U.B.C., I wrote articles based on that material, "Extension Department Comes of Age" (1958), "Extension Marks Its Silver Anniversary" (1961), both of which were published in the U.B.C. *Alumni Chronicle*, and "Twenty-five Years of University Extension at U.B.C." (1961), which was published in the proceedings of a seminar on agricultural extension held at U.B.C. in that year.(6) I wrote several pieces about the activities and services of the Extension Department which were carried in the magazines and newsletters of community organizations. I wrote and circulated all but the first of the reports on the 13 adult education conferences held in B.C. from 1954 to 1961, and in the same vein, wrote reports of a conference of Citizenship Councils in the Prairie Region (1956) and of Councils in British Columbia the following year.

My interest in international affairs was first reflected in a survey and report on *Adult Education about International Affairs* (1957), which was produced for the national university extension organization, CADESS, but was published by U.B.C. Extension.(7) I wrote an article in 1960 on World Refugee Year, which was carried by the publication of the Junior League. More ambitious was a 200 page study guide on *Canada and World Affairs* (1958) which I edited (and which contained a substantial amount of material I wrote) for use in the Extension Department's study-discussion program, "Living Room Learning".(8) Following a project which I did in co-operation with the Social Studies sub-section of the B.C. Teachers' Federation, which was concerned with teaching about the United Nations system, I prepared and published a 48 page pamphlet entitled *Teaching about the United Nations* (1962).(9)

Although I am not sure I knew the significance of it at the time, the first writing of mine to appear in a juried journal was an article on "The Extension Program of the University of British Columbia" (1961), which appeared in the *British Columbia Library Quarterly*.(10) This took place while I was still working on my thesis and obviously was a spin-off from that work. I will take this first juried publication as the starting point for the description of my subsequent work, organized under the several themes or topic areas.

Adult Education in British Columbia

This has been my chief, or one of my two chief areas of concentration (along with the Canadian national picture) in my research work and publication. As a person with historical training who was turning his energies to research activity in his chosen field of work, it was only natural, in a way, that I work on the field as it has developed here in my native Province. Research in this area was almost entirely virgin territory (if something can be "almost" virgin). At the same time I was working on my thesis about U.B.C.'s work in the field of adult education, Bert Wales, a senior officer (and soon to be Director) of adult education for the Vancouver School Board, was completing his doctoral thesis at Oregon State University.(11) His thesis was a history of the field up until the Fifties, but with heavy emphasis on the Ministry (then the Department) of Education and the work of the school boards. It was extremely well done, but relatively narrow in its focus. I have found it a useful document to refer to in my work over the years. In later years, some valuable work on the history of the field has been done by degree students in the Adult Education Program at U.B.C., and in a few cases, students in Educational Foundations. But I was the only person pursuing the field of research in a sustained way.

As I have already mentioned, I have done considerable work over the years on U.B.C.'s Extension activities. I have cited above a number of articles on the

subject which I wrote while I was working on my thesis, which was completed in 1963. Knowing of the completion of my thesis, my former colleague, Alan Thomas, by this time the Director of the CAAE, approached me about preparing a shortened and updated version of my thesis for publication as a pamphlet by his organization. This publication, *A History of Fifty Years of Extension Service by U.B.C. 1915 to 1965*, was 60 pages in length and appeared in 1966.(12) A further version of the thesis material had appeared in the meantime as an article in the U.B.C. Faculty of Education's *Journal of Education*, in a special theme issue published in 1964, which was devoted to the development of adult education in the Province.(13)

I did some further work in the mid-Seventies on the development of Extension at U.B.C. which was not based on my thesis. One was a study of what I termed *A Decade of Transition* (1975), which told the story of Extension in the 1960s, the account turning around events before, during and after the severe budget cuts of the middle of that decade.(14) That monograph was published in the Occasional Papers series published by the Centre for Continuing Education. At the time of the 40th anniversary of the creation of the Extension Department, Jindra Kulich asked each of the four former Directors (England, Shrum, Friesen and Selman) to write an account of their years. My chapter, entitled "A Different Drummer: 1967-1975", was subsequently published along with the others in *Forty Years: Former U.B.C. Extension Directors Reminisce 1936-1976* (1976).(15)

A second main strand of my research on adult education in British Columbia took the field as a whole as its focus. A major research project I undertook in the late 1960s produced an unpublished, but book-length manuscript which I entitled, *Some Aspects of the History of Adult Education in British Columbia before 1914* (1971).(16) I completed that work during my leave of absence in 1970-71 and I had several copies of the typescript version bound. This research was based almost entirely on primary sources—newspapers, government department reports, etc.—and the research was carried out partly at the Provincial Archives in Victoria, but mainly in the U.B.C. Library, with heavy reliance on the microfilmed versions of the files of some of the leading newspapers of the Province. It was punishing work in some respects, pouring over the microfilm reader for days and weeks, but it was also exciting, in that I had the feeling that I was doing something that no one had ever attempted before. The indexing of the newspapers was next to useless because "adult education" was not a familiar term in those early decades of the Province's development, though an enormous amount of it was going on, and also those who carried out the indexing were not familiar with adult education as a field and tended to ignore all but the most obvious references to it. So it required just plowing through every issue of long runs of selected newspapers, recording information about the multi-faceted field of adult education as it turned up. I orga-

nized the final account of this research largely around the several main population centers which I studied, with chapters as well about the very early years and about services provided by government departments and agencies.

I drew on the results of that major research project in a number of ways in later years. Most immediately, I wrote an article on what I had discovered about adult education activities in Barkerville in its gold rush boom years of the 1860s and early 1870s, which was published in *B.C. Studies* (1971).(17) In addition I prepared two articles which appeared in *Continuous Learning*, the journal of the CAAE, one on the "Mechanics' Institutes" which had functioned in the Province in the early years and one on the origins of school board sponsored night class work (both 1971).(18) In the same year I prepared a "Chronology of Adult Education in B.C. before 1914", which appeared in the *Journal of Education*, again a special issue devoted to adult education.(19) A few years later, I wrote a monograph on *Adult Education in Vancouver before 1914* (1975), which was published in the Occasional Papers series issued by the Centre for Continuing Education.(20) Jindra Kulich and I co-authored an article entitled "Adult Education in British Columbia", which was published in the *Scottish Journal of Adult Education* in 1974.(21) In the same year, I wrote an article for the PACE periodical about aspects of public policy in colonial years, entitled "Public Support of Adult Education Pre-dates the Province".(22) An article entitled "B.C.'s Unique Contributions to Adult Education" was published in the same journal in 1977.(23) In a number of my other subsequent publications, some of which ranged over the decades, I drew material from this earlier study. The most notable example was my general history of adult education in B.C., which was published in 1988 and which I will describe later.

The two most ambitious general histories of the field in the Province which I undertook in addition to my pre-1914 study, just described, took me into subsequent periods. One of the most interesting studies I ever undertook was one in which I investigated what happened to the field in British Columbia during the Great Depression of the 1930s (1976).(24) What I discovered to my own satisfaction, at least, was that in those desperate times, adult education was more central to the government's concerns and philosophy than at any other time in our history. It was one of several main thrusts utilized by government to try to improve or strengthen "the morale of the people". More than a decade later, I contributed a chapter which I titled, "The Morale of the People", which was published in a book produced by the University of Syracuse under the title, *Breaking New Ground* (1990), which was devoted to adult education projects in North America in the inter-war period.(25)

The most ambitious task I ever undertook with respect to the general history of adult education in B.C. was intended at the outset to be a book-length his-

tory. I spent a great deal of time working on the book during a leave of absence I had in the early Eighties. In the end, however, I felt that there simply was not adequate information available on which to base a satisfactory study of that magnitude. I therefore approached Jindra Kulich and asked whether he would be prepared to publish a very substantial document on that subject in his Occasional Papers series. With his assurance that this would be satisfactory, I proceeded with the preparation of what became a 48 page (densely printed) monograph which has already been mentioned, *The Invisible Giant*.(26) It still remains the only attempt at a comprehensive history of the field in any of the Canadian Provinces.

I have also written quite a lot about professional organizations in adult education, both nationally and provincially. At the provincial level, this took the form of articles and monographs. I began this kind of work in my very early years in the business, and some of the early publications have already been mentioned. While I was the Director of the Extension Department, I got a reasonable amount of writing done, although I don't know when. In 1969, Jindra Kulich published in his series of papers my history of the B.C. Adult Education Council, to which I had been the Executive Secretary through much of the Fifties and into the Sixties. Entitled *Toward Co-operation: the Development of a Provincial Voice for Adult Education in B.C. 1953-1962* (1969), this was quite a long document and as well as dealing with developments in B.C., it devoted considerable attention to the inter-relationship of provincial and national affairs.(27) It was not until 1980, 11 years later, that I got around to the history of the successor organization, the B.C. Division of the CAAE. This monograph was published by the subsequent "umbrella" organization in the province, the Pacific Association for Continuing Education.(28) The year before; with the approach of the 25th anniversary of the formation of the first such organization in the Province, I wrote an article, "1954-1979: Twenty-five Years of Adult Education Organizations in B.C." (1979), which dealt with the histories of six of the major organizations in the field.(29)

Because of my fascination with what I had discovered about public policy towards the field during the Depression, my subsequent research and my involvement in the Ministry Advisory Committee on Continuing Education in the early Eighties, I became very interested in the evolution of public policy in the field. My *Adult Education in the Depression* (1976) has already been mentioned.(30) I returned to this area in the early Eighties, producing three publications in a two year period: "Public Policy Concerning Adult Education in British Columbia", which appeared in the PACE *Newsletter* (1983)(31); "Adult Education in Two Depressions", which was printed in the *Proceedings* of the CASAE research conference for 1983 (32); and the most ambitious of the three, "Government's Leadership Role in Adult Education: Two Cases", which appeared in the first series of "PACE Papers", in 1984.(33) In the last of

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these, I considered at some length and compared the role of government and the public service in adult education in the Great Depression of the Thirties (here I borrowed from my earlier work on the subject) and in the Faris era (the late Seventies and into the Eighties). Concerning the latter, I felt I was able to document more carefully and fully than anyone else had done, the means by which the Faris team had given leadership to the field, and the process by which this enterprise had subsequently been dismantled by the Social Credit government. My up-close knowledge of the latter period (through personal involvement in various ways) allowed me to work with some assurance in examining the more recent developments. I took some satisfaction in the work I was able to do in this area.

I did a major piece of research in the late Eighties on the advocacy activities on behalf of adult education which had been carried out over the decades by the various associations of adult educators in the Province. The results of this work appeared as a very long article in "PACE Papers 3", a collection published by the provincial organization, in 1988.(34) The research involved digging up a great deal of correspondence out of the archives of some of the organizations and the careful study of a lot of material I had collected over the years. I think it is fair to say that no one else was in a position to have done such a thorough study of this subject. The article was entitled, "Advocacy for Adult Education in British Columbia" and was some 50 closely printed pages in length. I presented an analysis of this research to the CASAE research conference later in the same year.(35)

The National Scene

I considered it something of a "mission" to do something about the paucity of historical materials about the national adult education scene in Canada. I was repeatedly made aware of the need for such research and publication as I taught courses about the field and was faced with such a shortage of appropriate materials to which to refer students. Although we have such an outstanding record in the practice of adult education in Canada, we have not done very well in telling our story. Although the British and the Americans had national histories of adult education which they could consult, we in Canada did not. I have turned my hand to various aspects of the national scene and have I hope contributed usefully to the literature available.

Although I have thought about it continuously over the last twenty years, particularly, I have never been bold enough to attempt a general history of the field for Canada. As I have seen it, there simply have not been the kind of back-up studies, and regional studies which would be necessary foundations for writing a national history. And of course there is the ever-present issue of the two language communities in Canada and my lack of effective command of

French. My two books published in 1991 represent perhaps the culmination of my efforts in the direction of a comprehensive treatment.

Having taught mainly in the area that is usually described as the "foundations" of the field, I was for years painfully aware of the lack of Canadian materials in that area and our needing to rely, as a result, on American and British literature. I worried about this situation for a number of years, feeling that with my background and interests, and in view of some of the other writing I was doing, that perhaps I should turn my hand to something in this area. I gradually brought myself to thinking that I would take on a project of this kind, but was concerned about what a big job it was, and as to whether I had the background to do it. Friend Alan Thomas and I had periodic conversations about related matters, but we didn't seem to get anywhere. And there were the potential problems of working so far removed from each other, and of our schedules and priorities never seeming to quite fit. Then one day I had the bright idea of approaching my friend, Paul Dampier. Paul had been a student in our adult education program some years before, had a background in political science and had paid particular attention to the public policy dimensions of the field. He also had had experience as a practitioner in very different settings from what I had done. I had also worked with him as a professional colleague in the context of adult education professional organizations. I was aware that he was a very thorough and dependable person, so I had confidence that if he took the job on, he would get it done. I had a meeting with Paul one day and asked him to join me in the project. He had other things in mind at the moment, but upon reflection, agreed to clear the decks and work with me on a book.

The partnership worked wonderfully well. When I think of the project, I think of frequent meetings we held, mostly in Paul's office at the Justice Institute of B.C., at which we worked out a plan and division of responsibilities for the writing of the book, and later as we got together to review what we had done, at various stages. Fate stepped in to play a part at two stages of the operation. After we were well launched on the writing of the book, the fact that we were doing it came to the attention of Walter Archer and others at the University of Alberta who were in the process of designing a distance education course on the foundations of the field, part of an inter-university certificate program for the training of adult educators. Each of the co-operating universities was contributing one of the core courses in the program and the University of Alberta people were doing the "Foundations" course. They were anxious to get a Canadian textbook to "wrap" the course around, were aware that no such book existed, and then found out that Paul Dampier and I were writing one. So they approached us about the matter and we of course were delighted at the prospect, feeling that the book could in that way be useful to students in the field, and also hoping that such an arrangement (and

guarrantee of sales) would help us find a publisher for our book, something we did not yet have. One effect of this arrangement too was that the U. of A. people were in a hurry. Their need for the book was fairly urgent, if they were to be able to get on with preparing their course. They asked us first to send a representative chapter or two for their examination, and having decided they liked the look of things, they pushed hard to finish the whole book, at least in first draft form, by a certain date—I think it was June 1 of 1990. This was just about the same schedule that Paul and I had set for ourselves, so this was not too onerous, but it kept us going. There was a lot of pressure on Paul particularly because while I lived the professor's life and had time for research and writing, he was an administrator and programmer, and had to do his writing and research in his own time. We turned a largely completed manuscript over to Walter Archer at the beginning of June and agreed to have a finished product, still in typescript form, in his hands by the beginning of September.

The other quirk of fate to which I referred above had to do with our finding a publisher. We had decided to proceed with writing the book and to find a publisher when we had all or most of it written and had something to "sell". We hadn't got around to doing anything about it by the time we delivered the first draft manuscript to Walter Archer, which happened at a conference we were both attending in Victoria. On the way back to Edmonton, Walter was looking through the manuscript on the plane and the man who happened to be sitting next to him identified himself as Keith Thompson and said that he had a publishing firm. He indicated some interest in the manuscript, presumably on the strength of what Walter must have told him about it. To make a long story a little shorter, that accidental contact led eventually to our publishing arrangements. We "flirted" briefly with getting Vancouver Community College Press to publish, but there seemed to be some possible hitches there, so we turned to Keith Thompson, whom neither Paul Dampier nor I had ever heard of before his meeting with Walter Archer on that airplane. We signed on the dotted line in the early fall of 1990 and the book was produced very quickly, being dated 1991 and appearing at the very beginning of that year, under the title, *The Foundations of Adult Education in Canada* (86). We were pleased too with the price, which was approximately $25, not bad for a book of slightly over 300 pages, and within the budgets of university students.

The other aspect of this book which pleased me greatly had to do with son Mark's involvement. I was responsible for a chapter of the book which would deal with the functions of adult education and with philosophical thought related to the field. I was willing to do the research and the writing, but because Mark was at the time doing his doctoral degree in educational philosophy, I asked him to vet what I was doing and to offer his advice. In the nicest way possible, he told me, when I produced a draft, that he thought there were some pretty serious things wrong with it. The upshot of all this was that he

agreed to take the work I had done and rewrite the chapter, putting it in a form which he felt was more sound from a philosopher's point of view. We agreed somewhere during the processs that he was doing so much work on it, we would give him separate "billing" for the section on "Philosophical Considerations" which he had written. And so it appears in the final product. I was pleased not only from a personal point of view, but also because it meant that the book contained a section written by a professional philosopher. I think this was the first time that a philosopher had written material about adult education in Canada (although George Grant, when a young man, had worked briefly for the CAAE).

We have been very pleased with the sales of the book so far, now some three years later. A number of universities across Canada seem to be using it as a text in their adult education academic programs, and the Certificate program co-sponsored by five Western Canadian universities continues to use it as the basis of the Foundations course—the on-campus version as well as the distance education offering. Keith Thompson, the publisher, has said that he is happy with his sales.

My gratification about the book has little to do with the quantity of the sales and the royalties earned. The amounts of money are not all that great, especially when the royalties are divided between the two authors. But what does please me a great deal is the fact that the book is being reasonably widely used for just the purpose we had in mind when we wrote it. It is providing those who are studying and teaching about adult education in Canada with materials written from a Canadian point of view and drawing extensively on Canadian experience in the field of practice.

The other book I produced in 1991 was a more strictly historical one. Back in the Seventies, and off and on after that time, I had been drawn to the idea of writing a book which told the story of the many outstanding Canadian adult education projects which were generally in the field of citizenship education, broadly conceived. My first leave of absence after I transfered to a faculty position, in the late Seventies, was devoted largely to working on such a book. It didn't get done then, and I put the project aside. Then late in 1989, Jindra Kulich came to me and pointed out that the first Director of the Extension Department, Robert England, when he died, had left funds to the Department, to be used to subsidize programming in the field of citizenship education. Jindra thought there was a chance to secure some of those funds in support of a book, if the focus was in that same field. With his assistance, I put together a request for financial assistance with the writing and publishing of such a book, which I submitted to the committee which was in charge of the England bequest. I was pleased that they agreed to put up a few thousand dollars.

All of this happened while Paul Dampier and I were deep in the other book project. But the second book had to be completed in fairly short order also. I approached Jean Hills, our Department Head, with the proposal that I apply for a special leave over the summer of 1990, so I could get on with these two jobs. Jean said just to forget about the leave and make myself scarce around the Department for the summer, which I did. By picking up a lot of work I had done on such a book at several times over the years, I was able to get on with it reasonably quickly. I was all the more encouraged to do so because the funding and the publishing arrangements were in place from the beginning; it was just a matter of producing the goods. I got the manuscript finished by the fall of 1990. Jindra published the book in his "Monographs on Comparative and Area Studies" series, under the title, *Citizenship and the Adult Education Movement in Canada*. It appeared in the spring of 1991.(37)

I was pleased to have produced such a book, because I had developed the "theory" over the years that Canada's chief contributions to the world of adult education were in the area of citizenship education. I had long seen citizenship education as the "Great Tradition" of Canadian adult education. In the book I examined various reasons why this should be so and provided an historical account of all the major projects which I felt fitted into that picture. So although I did not find it possible during my career to write a general history of adult education in this country, as I would like to have been able to do, I did the next best thing, a history of those programs and projects on which Canada's excellent reputation in the field rests. That is a source of considerable satisfaction to me. I felt fortunate that in the year 1991—the year before I retired—I was able to produce both the Foundations text (with the help of Paul Dampier and Mark Selman) and the history of citizenship education for adults in Canada. Between them, they brought together a great deal of the work I had done over the years and seemed a satisfactory accomplishment in the closing years of my tenure as a faculty member.

One other major project in the field of the general history of adult education in Canada was the volume, *Coming of Age* (1978), which I edited jointly with Roby Kidd.(38) Roby had produced two earlier volumes of the same type, made up of collections of articles from particular periods in the development of adult education in this country. His first was *Adult Education in Canada* (39), which dealt with the period before that date, and the second was *Learning and Society* (40), which dealt mainly with the Fifties. Roby and I decided that we would collaborate on the third in the series, which like its predecessors was published by the CAAE.(41) Ian Morrison was not too keen about the publishing role of the CAAE and it was only after Kurt Swinton, an old friend of Roby's, agreed to subsidize the book that Ian agreed to go ahead with it. Roby managed to get a graduate assistant at OISE to help with the editorial duties, and he and I selected the material for inclusion. I wrote an

introduction providing some background about the Sixties as a period. I was a bit annoyed with Roby at times over this project because he had a habit of going ahead and deciding some things on which we should have conferred, but I deferred to him as the senior partner. Our volume dealt mainly with the Sixties, with a few selections from the early Seventies. I think it was a useful addition to materials available about the field in Canada. Many of the items had been published previously in the CAAE journal, Continuous Learning.

I wrote some articles over the years which dealt with more specific aspects of the general field. Jindra Kulich and I wrote a substantial piece in 1980 which examined the historical development of adult education in Canada and documented the interpretation that the field had changed over the years, at one time being essentially a "movement", and in recent decades taking on many of the characteristics of a "profession"—for better and for worse. The original version of this article appeared in a German publication (in German), having been translated by Jindra. As well, however, Jindra and I approached the British journal, *Studies in Adult Education*, and Arthur Jones, its editor, agreed to publish a shorter version, which appeared in 1980 under the title, "Between Social Movement and Profession - A Historical Perspective on Canadian Adult Education".(42) I subsequently built on this work, and in 1984, produced an article entitled, "Stages in the Development of Canadian Adult Education" (1984), which appeared in the *Canadian Journal of University Continuing Education*.(43) This was the first sustained effort, as far as I know, to see the whole history of the field in Canada and to identify the phases of its development. I subsequently included in the *Foundations* book (Selman and Dampier: 1991) a shortened version of this piece. I might mention as well in this paragraph referring to some comprehensive historical pieces an article which was published in the CASAE *Journal* in 1989 entitled "1972 - Year of Affirmation for Canadian Adult Education"(44) This turned out to be quite an interesting thing to do. The year 1972 included the publication of two Royal Commission reports in Canada—the Worth Report in Alberta and the Wright Commission report in Ontario, both of which prominently featured adult education and the concept of lifelong learning. In the same year, UNESCO produced its landmark report, *Learning To Be*, which did the same thing at the international level. Adult education was thereby catapulted from relative obscurity to full partnership in educational planning—at least as far as these influential reports were concerned—and new responsibilities were thrust upon it, if it was to measure up to the challenge. I developed these ideas at some length and as well grouped with these three reports some other noteworthy developments of the two or three year period at the outset of the Seventies. My fairly ambitious article on the 1950s as a "pivotal decade" in the history of adult education in this country (1987) fits with the foregoing pieces, but will be described later.

A major block of my research and publication was devoted to the history of the Canadian Association for Adult Education. That organization was very important in the history of adult education in Canada. It was more than "just" an organization of adult educators, but also a leading force in programming in the field of education for citizenship and in other ways as well. It had an international reputation for creative programming, based on its work with the National Farm Radio Forum, Citizen's Forum and the Joint Planning Commission. Some good work had already been done on the CAAE before I took up the task. David Armstrong had written his Masters thesis at the University of Toronto on the origins and development of the organization under the leadership of Ned Corbett.(45) And Ron Faris had published a version of his doctoral thesis about the CAAE, under the memorable title,*The Passionate Educators.*(46) I felt that Ron had not got the story "quite right". He was inclined to feel that when the CAAE gave up its more radical position in the mid-1940s, it thereby abdicated its leadership position in the field. This was quite consistent with Ron's left of center political views. In my opinion, however, the CAAE was still providing valuable leadership in the field of citizenship education beyond that point; it had simply changed from advocating specific political goals to providing education about public affairs questions, without itself being committed to particular policies. Hence, I entitled my first monograph in what turned out to be a series, *The Canadian Association for Adult Education in the Corbett Years 1935-1951: A Re-interpretation.*(47) The following year I went into largely uncharted territory and continued the CAAE story with *Roby Kidd and the Canadian Association for Adult Education 1951-1961.*(48) I was pleasantly surprised by the number of people who wrote me after the publication of this paper, which was a fairly detailed (62 pp.) treatment of the subject, to express their pleasure and interest in the monograph. There must have been a dozen or so such letters. I had done a great deal of work to produce the Roby Kidd study, making a thorough search of the minutes of the National Council and Executive of the organization, studying in detail Roby's prolific writing, and tracing in as much detail as possible the early stages of his involvement with UNESCO and other international organizations. I felt that my work in characterizing and documenting Roby's philosophical position and leadership style was a significant contribution to our understanding of the man. What made the publication of the monograph particularly poignant was that Roby died shortly before its completion.

Some other things intervened, so I did not get on with the further monograph in the series until several years later. Once again, I did a great deal of detailed research on the minutes of the organization, this time through the Sixties, and did a lot of work on the Association's journal, which Alan Thomas had re-oriented and edited himself for most of its run. I tried to document the activities of the organization through the decade, which was a distinct departure from the previous period, and also to study Thomas's ideas as they developed over

these years. The monograph came out in 1985 under the title, *Alan Thomas and the Canadian Association for Adult Education 1960-1970* (49), was the longest in the series (77 pp.), and I was quite well pleased with it. I didn't ever get around to writing a corresponding study on the time of Ian Morrison as Director, but I did, at the time of the 50th anniversary of the CAAE produce a substantial article on the history of the organization, "The CAAE 1935-1982", which appeared in *Learning* in 1983.(50)

I developed further my study of Roby Kidd and his contributions to the field. Morris Baskett of the University of Calgary was editing a special issue of the CAUCE journal devoted to continuing professional education. He asked me to write an article on Roby's contributions to the continuing education of adult educators. I based this partly on the monograph about Roby which I have already mentioned, but had to extend the discussion beyond the Fifties and up to the present time (Roby had died shortly before). This article appeared in 1983.(51) At about the same time, a former student of Roby's, Nancy Cochrane, had decided to edit a book about Roby's life and accomplishments. She asked me to write a chapter about his leadership of the CAAE, which was easy enough to do, in that I had completed the monograph a couple of years earlier. Her arrangements about another chapter, on Roby's contributions to the "move to professional status" on the part of adult education, fell through and she came back to me and asked me to write that chapter as well. Both appeared in *J.R. Kidd. An International Legacy of Learning* (1986), which in the end was published by Jindra Kulich at U.B.C.(52)

I should mention in the same context a long article which I wrote the following year and which, to my satisfaction, was carried as the lead article in the first issue of the new journal published by the Canadian Association for the Study of Adult Education, which appeared in 1987. Having done so much work in the recent past on Roby Kidd's time as Director of the CAAE, which spanned the 1950s, I had been struck by the extent to which his efforts at that time marked the emergence of a "professional" spirit in the field in Canada. I had long been interested in Webster Cotton's work in the United States which indicated that the late Twenties through to the Forties marked the transition to a more professionalized field in that country. My research had indicated that such a transition did not take place in Canada until the Fifties, and that Roby Kidd, operating in his role as Director of the CAAE, was the central figure in that change. I approached Hayden Roberts, the editor of the new CASAE journal, and asked him whether he would be interested in such an article, warning him that it might be a fairly long one. I proceeded with his blessing, and in the end, "The Fifties: Pivotal Decade in Canadian Adult Education" appeared as the first article in the first issue of *The Canadian Journal for the Study of Adult Education*.(53)

I wrote several pieces over the years which had to do with promoting research on Canadian dimensions of the field. In 1973, an article of mine, "An Organization for the Study and Develpment of Adult Education", appeared in Dialogue, the journal of CADESS/CAUCE.(54) This was a general call for an organization that would bring together for mutual support and enlightenment those who were doing research in the field. It anticipated the creation of CASAE some eight years later. The following year I wrote an article which appeared in the *Bulletin* of the same organization which called for CADESS to sponsor an historical volume on university continuing education in Canada.(55) For the 1980 meeting of Canadian scholars, which during its meetings decided we should proceed with the formation of what subsequently became CASAE, I wrote a quite ambitious paper entitled, "Historical Writing in English about Adult Education in Canada", which was published in the proceedings of the meeting.(56)

Over the years I wrote several pieces which bordered on the philosophical, or could be seen as analysis of and comments on the nature of adult education as a field of practice. My presidential address to the annual meeting of the CAAE, "A Learning and a Caring Profession", was carried in both *Continuous Learning* (1970) and the *Indian Journal of Adult Education*, later in the same year.(57) I have already mentioned "Between Social Movement and Profession", which was published in Britain in 1980. Some of the same issues were discussed some years later in "Adult Educator: Change Agent or Program Technician?", which appeared in the CAUCE *Journal* in 1985 (58), and in "The Enemies of Adult Education", which appeared in the same journal in 1989.(59) I presented a paper to the CASAE research conference in 1990 on the topic, "New Social Movements and Citizenship Education in Canada" which was printed in their proceedings and which dealt with the shifting nature of the adult education enterprise, as I saw it.(60) My article on "Adult Education in Two Depressions", which I delivered as a paper at the CASAE research conference in 1983 was about the impact of professionalization on the field and its apparent loss of capacity to respond to some kinds of human need.(61) The paper was somewhat controversial and was the subject of some comment, both at the meeting and afterwards.

I wrote several items during these years about university continuing education, at which I had worked, of course, for approximately twenty years. Most recently, I wrote an historical treatment of University Extension work in Canada, which has appeared in a book edited by Mark Waldron and Michael Brooke.(62) Returning to the "beginning", I wrote a number of pieces about Extension at U.B.C., based on my Masters thesis, and in some cases extending the history beyond what was covered in the thesis. I have provided some specifics about this in an earlier section. I dealt with related matters in my contribution (1964) to a series of articles in *Continuous Learning* which

appeared under the title, "Open Letter to a New University", and was about the nature of the university responsibilities in the field of continuing education.(63) In 1968, another person and I each presented papers on the subject, "The Next Decade in University Adult Education", at the Annual Meeting of CADESS. They were published in *Continuous Learning* in the same year(64). Along similar lines, I wrote an article, "What Future for Continuing Education Units?" in 1973, which appeared in CADESS's *Dialogue* in that year.(65)

I should perhaps mention several items I wrote which arose from contacts in Alberta. A paper I gave as a lecture at a public meeting in Edmonton was subsequently published under the title, "Adult Educator: Change Agent or Program Technician".(66) An address I gave to the founding conference of the Alberta Association for Continuing Education in 1968 under the title, "Our Agenda", was published in *Continuous Learning* the following year, and republished in the *Journal of the Alberta Association for Continuing Education* some years later (1984), in a retrospective issue.(67) I was asked in 1990 by the editors of the same journal to submit an article on the significance of historical studies in the field, which was published under the title, "Connecting with our Usable Past".(68) In 1990 I was asked to serve as "synthesizer" for a major conference on literacy education (that being World Literacy Year), and my closing address was printed in the Conference Report (1990).(69) I was keynote speaker for the 25th Anniversary Conference of the Alberta Association for Continuing Education in the spring of 1993, the paper being entitled "Building a Lifelong Learning Province". I expect that statement to be printed in the forthcoming issue of the Alberta Association's *Journal*.

The foregoing do not comprise all of the items I wrote and had published about the national adult education scene in Canada, but they include most of them.

International

I did not have any sustained period of service in another country, but I had opportunities to take part in meetings abroad, some of which led to publications. I also have been most interested in the concepts related to adult education which the international organizations have worked on.

After I attended the UNESCO International Conference on Adult Education in 1972 as part of the Canadian Delegation, I wrote an article for the CADESS journal entitled, "Impressions of the International Conference on Adult Education in Tokyo", which appeared in 1972.(70) *The Indian Journal of Adult Education* reprinted the article in 1973.(71) The following year Mary and I took part in the CAAE-sponsored trip to China, and after my return I wrote an article which appeared in *Convergence*, the journal of the International Council for Adult Education, under the title, "There are only

four dogs in China".(72) The title was intended to convey the notion that the author's view of China, as reflected in the article, was a very limited one (I had seen only four dogs while there). Also in 1974, I was rapporteur for the first-ever meeting of representatives of national adult education organizations, which was held at Wansfel College in London, England. My rapporteur's report was printed in the report of the Conference.(73) While I was editor of *Learning*, the CAAE journal, the UNESCO Recommendation on the Development of Adult Education was approved at the Nairobi Conference in 1976 and I wrote an extensive summary of the document in the journal.(74) I also wrote an article for the PACE *Newsletter* on the topic.(75) In 1980, when the American organization, the Adult Education Research Conference, held its meetings in Vancouver, I was asked to make a presentation on the research activity in our field of several of the international organizations such as UNESCO, the Council of Europe and the OECD. My paper was reprinted in the *Yearbook of Adult and Continuing Education* (1980-81).(76)

The most challenging task I was presented with at the international level was to be a keynote speaker (with a Chinese counterpart) at an international symposium held in Shanghai in 1984. The meeting was co-sponsored by the International Council for Adult Education and the Chinese authorities and was attended by some 30 top Chinese adult educators and a like number of selected visitors from other countries of the world. I felt honored to be invited at all, and thoroughly challenged by the invitation to give one of the lead papers, mine to be on the history of adult education. It was to see the subject from a world-wide perspective, and be only 10 pages in length. I spent a great deal of time and energy on that assignment, and among other things, spent most of a day in the library of the International Development Research Council in Ottawa (which had been arranged for me by Anne Bernard, a friend and former student). There I had access to a lot of literature about theories related to the development process and about the role of adult education in development. The paper which I finally wrote was printed as the first chapter in Chris Duke (Ed.), *Adult Education: International Perspectives from China*, under the title, "Adult Education: An Awakening Force".(77)

Discussion

Some of the writing and research one does is more memorable than others efforts. Of the foregoing writing and publication, some items stand out as having been particularly rewarding or fascinating, from my point of view.

There was a particular fascination for me in my research into the history of adult education in B.C. prior to 1914. I had the feeling that I was going where no person had ever gone before—searching every issue of the early newspapers in the Province looking for information about adult education activities.

Even those who had been before me in indexing the newspapers were not aware of the nature and significance of adult education and did not see what they had read with the same knowledge and interests I had. One of the set pieces I enjoyed doing as part of that task was reviewing every issue of the *Cariboo Sentinel* and putting together the story of adult education in the boom town (long since a ghost town) of Barkerville. I was pleased to be able to place an article about this in *B.C. Studies*, a journal whose editors didn't know anything about adult education.(78) Mine may in fact have been the only article they ever printed about adult education in that periodical. I drew on the research I did for that pre-1914 study many times in later years.

Looking for a research job to do in the summer break period of 1975, I decided I would look into what had happened in the field of adult education in British Columbia during the Great Depression of the 1930s.(79) I don't remember what, if anything in particular, got me going on that topic, but it turned out to be just a fascinating study. What I found was that much of adult education in that period was seen to be significant because of its potential to improve "the morale of the people". This phrase popped up repeatedly in government reports. There were at least two things I found to be particularly important about this. One was that this same goal, to support the morale of the people, seemed to be central to the philosophy and policies of the government of the day (the Liberal government under Duff Patullo), and therefore, it seemed to me that adult education was more central to the goals of the government in power than had ever been the case before or since. The other thing which struck me as important was that in that period, adult education was seen, apparently, and promoted as such, as being important to the psychological welfare of the "whole person". We have been accustomed in adult education circles to point to the importance of our work in relation to the various roles we play in life—as worker, parent, citizen, participant in social groups, etc., but judging by the material I could find, there was a vision of the role of adult education back in the Thirties which was much more basic to the human personality. This I found memorable and thought provoking.

Another research task which I found exciting was my examination of the 1950s as the "pivotal decade" in the developmnent of adult education in Canada.(80) I had for many years been fascinated by Webster Cotton's analysis of the development of adult education in the United States, based on the literature of the field, which saw a transition in adult education from an "idealistic" point of view which had prevailed in the early period, to a more professional approach, which emerged beginning in the 1920s, but especially in the 1930s. On the other hand, I had given a great deal of study to the work of Roby Kidd and the development of adult education in this country. It came to me at some point (after I had written the detailed study of Kidd's time as Director of the CAAE in the Fifties) that he had presided over and con-

tributed mightily to the transition in Canada from the adult education "movement" to a more "professional" field. I then began to look at the Fifties from this point of view, and to my satisfaction, could see full justification for claiming, as I did in my article which was the lead article in the very first issue of the CASAE *Journal* (1987), that the decade was the "pivotal" one in the professionalization of the field in this country. It all seemed to fall into place, and I found the research "satisfying" from that point of view.

My three major publications in recent years, the history of adult education in British Columbia (*The Invisible Giant*), the book on the *Foundations of Adult Education in Canada*, which I wrote with Paul Dampier, and the history of citizenship education projects in Canadian adult education, were all very satisfying in that they were very large jobs, brought to fruition.(81) It is one thing to write articles or research papers, but to sustain the argument and the flow over the years, and over the many dimensions of the field is something else again. There was real satisfaction in seeing these three projects through to completion, and of course in knowing that the *Foundations* book is being so widely used in the universities across Canada.

Although it was not a very large or complicated piece of research, I was very interested in a recent job I have done—finding out what I could about what turned out to be six provincial adult education associations which existed from the late Twenties until the Forties, but all of which had disappeared by 1950. I had come across scraps of information about some of these organizations in earlier research, and acknowledged their existence in some of my published writing. It occurred to me a couple of years ago to go back to that subject and see what I could find out. These thoughts were "triggered" by John Friesen passing along a folder from the Thirties announcing the organizational meeting of the Manitoba association (1934), or by Larry Orton in Edmonton sending me a couple of essays one of his foundations course students had done on the Alberta Association, which was formed in 1942. By means of digging into a number of un-indexed news snippets and notices which appeared in the CAAE journals over the years, corresponding with some people I know who could be helpful, and searching such sources as the Bulletin of the old World Association for Adult Education which functioned between the wars, I found bits and pieces of information. The "problem" this time was not the familiar one of selecting from "too much" information, but rather in most cases trying to put together a sensible account based on very little. I felt a useful paper came out of this work, which I presented at the CASAE research conference in 1992.(82)

I would like to do more in this area eventually, but I found it most interesting, in connection with several projects I have carried out, to learn about the pioneering work of Roby Kidd and Alan Thomas in connection with the concept of lifelong learning. The two of them were actively exploring these ideas dur-

ing the Sixties, the decade before the UNESCO volume, *Learning To Be*, brought them into prominence. I am aware that Paul Lengrand in France was also a pioneer in this area, but I was pleased to find evidence of the work of my two Canadian colleagues as well. I dealt with their contributions in my "lifelong learning" address in Jasper in 1993.

Of my three monographs about the CAAE, I got most satisfaction out of the ones about the Kidd years and the Thomas years. The first, about Corbett and his tenure, was certainly interesting, and I felt I had something to add to the story, but the ground had been quite thoroughly explored by others before me. With the other two, I was going "where no man had gone before", doing research at considerable depth and bringing my own—and the first—interpretations to the story.(83)

Speaking of interpretations, I am very much aware that I demonstrate a philosophically "liberal" point of view in my work. I have read a great deal of revisionist and social transformationist history, and feel that I have profited by doing so. But though I am attracted to some such ideas, I find myself drawn consistently to a liberal point of view. There have been a few sharply critical comments, for instance, on my latest book, the *Citizenship* one, to the effect that I have largely ignored critical theory and related matters. I understand that view, and where it is coming from. But I have not, in fact, ignored such things, but rather have chosen to tell the story of adult education in this country both as I see it, and also as I think the participants at the time saw it. I have tended to "acknowledge" other points of view, in brief sections of my work, but have not spent a great deal of time worrying about them. As I think I stated in the Introduction to one of my books, if other people have other interpretations to bring to these subjects, go to it; write their own books.

I am discovering after a few months of retirement just how much research-based or scholarly writing has come to mean in my life. As I have met certain commitments I had made before retirement and have come to the point where I don't "have" to write anymore, I find that life would not be as satisfying without it. It has become clear to me that for the foreseeable future, at least, I wish to go on with writing of some kind, likely writing that is related to my field of scholarship. In the years before retirement, I felt I had to be concerned with producing published pieces each year, so that I would be seen to be holding my end up among my academic colleagues. That is not the case any more, but I have substituted for that "other-directed" impulse a need in my own life to be doing scholarly and creative work. Perhaps this is why back in the years before I joined the Faculty of Education, I did quite a lot of research and had a great deal of it published, and why now that I have retired, I am still moved to engage in this activity. I am currently engaged in several major projects. It is delightful that these choices are now entirely mine to make.

International Contacts

Canadian Delegation to the 13th General Conference of UNESCO, Oct. 20–Nov. 20, 1964 (Gordon Selman second from right)

Canadian group at the Shanghai Municipal Part-Time University of Technology, May 1984 (Gordon Selman centre of back row)

Coffee break during class in Hong Kong, 1985 (Gordon Selman second from right)

Shanghai symposium, May 1984

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8

International Activities

What a world I see dawning!
Erasmus

I wish in this relatively brief chapter to provide an account of some of my international activities. Some of these have to do with professional matters, and some were personal and family ventures. I feel I have been very fortunate in the opportunities I have had, but do not particularly wish that there had been more.

During my time at university as a student, I studied international relations as part of my history program. I was fortunate to work with Fred Soward and others who had a great deal to offer as teachers in this area. While I worked in Extension, I tried to keep abreast of news at the international level and did quite a lot of public speaking about international affairs. I also prepared a study-discussion course in Canada's external relations.(1)

As I have mentioned earlier, I was awarded two grants by the CAAE in the late Fifities which enabled me to travel quite widely in the United States, looking mainly at adult education programs in the field of public affairs. In that connection, I visited Seattle, Portland, San Francisco, Whittier, New York, Cleveland, East Lansing, Chicago, Minneapolis and Madison and talked with those running various kinds of programs about international affairs. In the meantime, I was active in the Canadian Commission for UNESCO and the United Nations Association in Canada and through those contacts learned a great deal about the work of international organizations.

I had my first overseas experience in 1963. With John Friesen's help, I arranged to be taken on as a "Visitor" by the British Council. This organization is unlike anything we have in Canada. Its mandate seems to be to promote an understanding of "the British way of life". In foreign cities, they sponsor English classes on a large scale, as well as sending British scholars and artists abroad on speaking tours. In addition, they sponsor many students from other countries to undertake their university studies in Britain. They

also provide assistance to specialists in various fields who wish to go to the U.K. and see what the British are doing in their line of work. As I learned about what the Council would do for a "Visitor", such as I became, I could hardly believe it. Visitors have to get themselves to Britain, but once there, they are looked after entirely by the Council. This includes hotel accommodation and meals, and transportation, both locally and around Britain. One tells the Council people what subjects/ kinds of activities one wants to see, as well as telling them about any contacts one particularly wants to make. They then go to work consulting their own experts in the subject matter in question and working out a tour which they feel will be helpful. In this first tour I made in Britain, I was interested particularly in people and organizations which were involved in education about public and international affairs, but as well, I wanted to meet some of the movers and shakers in the field of adult education. On that first tour I made several stops in London, visiting the offices of the Country Women of the World and of the United Nations Association. As well, I spent time at the National Institute for Adult Education, having meetings especially with Edward Hutchison, the Secretary of that body, who had taught a summer course at U.B.C. in the early years of our Adult Education academic program. As well I visited the "City Lit", a large adult education institution which specialized in the humanities. The Director of the institution, whom I met at the time, was Henry Arthur Jones, who was to "re-appear" in my life some years later. As well as my time in London, I made visits in Edinburgh, Glasgow, Oxford, Sheffield, Manchester and Nottingham. Manchester was memorable because there I met Ross Waller, one of the "grand old men" of British adult education (and another Britisher who had taught in our program at U.B.C.). I was particularly impressed in Manchester with the Diploma Program in Adult Education which they ran, largely for overseas students. I was also supposed to spend time in Leeds on that trip, but I had a medical problem and had to return to Canada a few days early. That first trip abroad was a most rewarding one, and gave me a "taste" for such travel.

The following year, 1964, was also a memorable one. As explained earlier, I felt that it may have been at least partly a result of my initiative back in 1962 which made it possible for John Friesen to attend the General Conference of UNESCO in that year. Little did I expect that I myself would be part of the Canadian Delegation to the Thirteenth General Conference two years later. By participating in this Conference, I learned what it was like to be part of a delegation representing your country. One was not there as an individual, to behave as one saw fit. At all times, those attending were representing their government and said only those things which were in accordance with with the instructions we had been given. Our delegation was headed by Dr. Henry Hicks, the former Premier of Nova Scotia and the current President of Dalhousie University. There were five "official" delegates from Canada and five "alternates", of which I was one. No distinctions were made between

these two groups. I worked mainly in a sub-commission of the main conference which was concerned with education and related matters. It soon became clear that the discussions would likely not change the two year work plqn for the immediate future, but that the Secretariat would take the content of the discussion into account when putting together the subsequent two year plan. As an enthusiast for UNESCO and its work, I found it somewhat uncomfortable to be representing one of the countries which was most energetic in insisting that the budget of the organization should be held down, if not decreased.

I was in Paris for four weeks, most of that time, attending the meetings of our sub-commission. We met long hours, six days a week, and it was very much "nose to the grindstone", at least for "new boys" like me. Although we had to toe the line on any matters which Ottawa cared about, such as the budget, administrative affairs and all policy questions, there were a few chances in the Education discussions to talk from one's professional knowledge. There were some adult educators in attendance, as members of their country's delegations, but I don't remember spending time with any of them. A couple of times on the weekends, I visited with my cousin, Joan Kells and her husband, Owen. Owen was in charge of operations in France of a large American manufacturing company, the Scott Paper Company. He had many interesting things to share about doing business in a foreign country. All in all, I greatly enjoyed my time in Paris. I felt I was just beginning to get the hang of functioning in such a conference when it was time to come home. It was just a marvellous opportunity for a 37 year old person, with next to no experience in such matters, to be part of a delegation representing his country—and in Paris!

In 1967 I became Director of the Extension Department at U.B.C. Several members of the staff in Extension were running educational tours abroad from time to time. One of these was Ken Woodsworth, whose regular job was to run the Continuing Legal Education Program, but who had grown up in Japan, the son of a missionary family. He announced that in 1970, the year that Expo was to be held in Osaka, Japan, he was going to lead a "cultural" tour of that country. I think Ken set the all-time record for such tours, with approximately 100 persons signed up to go. As things took shape, I realized that with such a bumper crop of participants, Ken must be getting a number of free airlines tickets, and approached him with the idea that I would like to be included on that basis, and that Mary would come along as a fee-paying customer. So it was that in the spring of 1970, Mary and I had approximately three weeks in Japan as part of an educational tour. As a special treat for a small group of us, Ken took us away from the main tour for several days, to visit the rural area in the "mountains" where his family had gone when he was a boy, to get away from the heat in the summertime. We stayed in a Japanese traditional inn, had several lovely walks in rural areas, and visited some local villages. With the main group, we had many cultural experiences (concerts, plays, visits to painters and

potters), had a couple of days at Expo, and visited several cities around the country, including Tokyo, Osaka, Kyoto, Nara and Kobe.

The year 1970-71, beginning in the summer, was my leave of absence year from U.B.C. We planned to spend the fall in Toronto, working at OISE under a fellowship arrangement they had instituted. We rented an apartment for four months and I went to OISE pretty well every day. I did perhaps the lion's share of the writing there on my pre-1914 study of adult education in B.C. Daughter Julia was with us in Toronto, Mark and Janet living in residence as first year students at U.B.C. Then the plan was that after coming home to Vancouver for Christmas, the three of us would set off on an extended tour in Europe.

In the closing days of 1970, we flew out of Vancouver to begin our adventure. We spent two weeks or so in Portugal, mostly in the South of the country, and then moved across the border into Spain. At our first mail address in Spain, Cordova, I found an urgent message from my aunt back in Vancouver to say that my mother had suffered a severe stroke and that I had better return home. Not knowing what the future would bring, we decided that we had all better go. We did a memorable mad drive from there to Malaga in the middle of the night in order to catch a plane from there, and also to leave our new car, on which we had taken delivery in Lisbon, with the local Volvo dealer in Malaga.

We returned to Vancouver, to find my mother in a really bad way. The three of us lived in her apartment in Kerrisdale (our house was rented) for some three months, and then her state seemed to have stabilized enough for us to return to our planned travels. We flew back to Malaga, picked up our car, and set off. We travelled around the coast of Spain, and by the time we got over near Barcelona, Mark and Janet had finished their year at U.B.C. and flew over to join us. It was a fine sight to see them emerge from the airplane at a small airport where we had arranged to meet. With them on board, we set off as a family reunited.

I will not try to provide all the details, but our travels then took us to southern France, Switzerland, Austria, Germany (briefly), the Netherlands, Belgium, France (in the case of Mary, Janet and Mark) and England and Scotland. Our time in Switzerland had a memorable twist. We found ourselves one night at a hotel in a tiny little town on the South shore of Lake Thun. Quite by accident, we had stopped at the culinary center of the whole region, this hotel's dining room apparently having a fine reputation. No sooner had we got nicely settled there than an international exchange crisis hit Switzerland (at least) and trading of currencies was suspended. As a result, the hotel we were in, not wishing to lose out on the exchange rate when it was re-established, would only change our money at a very disadvantageous rate. So we stayed there for most of a week, running up a bill and awaiting the setting of the new exchange

rate. In the meantime, there we were, with rooms and balconies all of 10 feet from the lake, looking over the lake to wonderful mountain scenery, eating in the best dining room in the region, apparently, and each day heading off for wonderful hikes in the nearby mountains. The only money we spent was for gas for the car, and we outlasted the crisis and then set off on our way again.

We went on, through the countries I have mentioned, and then when we got to Brussells, Mary accompanied Mark and Jan to Paris, for a week or so, and Julie and I took the ferry from Ostend over to Harwich in England, and from there on to Cambridge. Being something of a Cromwell student, I wanted to spend some time prowling around Cromwell country in East Anglia. Julie and I based ourselves in and near Cambridge and in addition to seeing that city and university, went off to places like Peterborough, Ely and Huntingdon. Julie (then 14 years old) was a good sport about it, and stuck with me throughout.

When the time came to do so, we drove over to near the Heathrow airport, stayed the night there, and then drove in to the airport itself in the morning to pick up the Paris trio. It turned out to be a duo, not a trio, Mark having run into friends in Paris and having gone with them for a few days down to the South of France. He caught up with us in Edinburgh a week or so later. In the meantime, the rest of us visited several centres in England (Jan dropped off and had a few days with a friend who was attending university in Nottingham), and we worked our way North, with a date set for meeting Mark at a particular place in Edinburgh. We actually ran into him on the street by accident sooner than our appointed hour, but meet him we did. We then worked our way back to London, turned in the car for shipment home, and after a few more days there, flew home ourselves.

It turned out that 1972 was to be another active year as far as my international experience was concerned. Jindra Kulich, based on his familiarity with several European languages and his contacts throughout the region, decided to organize a three country tour for a party of Canadian adult educators. Mary and I decided to go, partly on the basis of our freindship with the Kuliches. We decided that if we were going to Europe anyway, we should take the opportunity to visit Greece, which we had always wanted to do. As these events were approaching, in the spring of 1972, I was invited by the Canadian UNESCO Commission, on quite short notice, to be one of two Canadian delegates to a seminar which was being organized by the French National Commission for UNESCO. So the European sojourn began to take on major proportions.

In May, I set off to Grenoble, France, to attend the UNESCO Commission meeting. I flew to Paris, and with some complications, got to the right train station and set off for Grenoble. I was there in that attractive small city for 5

days or so, as I recall. The topic of the meeting was the role of universities in the provision of opportunities for lifelong education. I felt that a lot of the delegates were Europeans who had met together quite a few times before, and who were something less than outstandingly friendly to "outsiders". (It didn't help that I couldn't speak French.) But I enjoyed the discussions for the most part, and felt that I held my end up. I locked horns with a couple of the delegates, and felt I was "brushed off" to some extent. The elitism of some of the people was hard to take, and once in a while I intervened to take issue with positions which were taken. We had a chance to visit a newish "cultural palace" in Grenoble, which was impressive (if somewhat under-utilized at the time) and had a lovely trip up into the mountainous region nearby. I had time to do quite a lot of walking around the town, and found it most interesting.

When that meeting was over, I was heading for Greece. I took a small (eight passenger?) plane out of Grenoble, heading for Nice. It was such a small plane, there was no separation between the pilots and the passengers, and I was "amused" that the co-pilot read the radar by leaning over to the instrument panel and pulling a sort of rubber mask around his face so he could read the screen. We set off in a mist, which stayed with us up and through the mountains. I can remember very vividly coming out of the clouds suddenly and there was the Mediterranean Sea ahead of us looking incredibly blue, and the city of Nice looking very lovely in the sunshine. I just changed planes at Nice, getting a flight which flew me to Athens. As we flew along, I could see the classical lands spread out below me, just as I was used to seeing them in atlases since I was a child. It was a thrilling experience.

I was arriving in Athens a couple of days ahead of Mary and Julia. I rented a car and went to the hotel we had booked into. It turned out to be so close to the flight path of the Athens airport that even in the lobby or my room, I felt like ducking whenever the planes went overhead. So after one night there, I headed south a few miles and found a nicer spot, a block or so from a lovely beach, and as I recall, spent most of the time until the others arrived walking around and marvelling at all the gorgeous boats tied up at the surrounding marinas. After they arrived, we continued to use the new hotel as our base of operations, doing day trips around to fine spots such as Sunion, where were dutifully found where Lord Byron had carved his name in one of the columns. We also spent some time at a hotel in Athens, so we could see the sights there. We took a five day bus trip which visited several historic sights in the Peleponese. Unfortunately we unknowingly got ourselves on a tour which operated in German and French, but not English. (The guides, apparently, are allowed to use only two languages in their trips, and we got on the wrong one.) However, we made out, Mycenae, Epidaurus, Naplion, Olympia and Delphi were the most memorable stops, as I recall, though we visited other places.

When our time in Greece had gone, we put Julia on the plane for home (little did we know that Julia was later to spend three years in Greece, on the island of Crete), and a few hours later Mary and I flew to Vienna. One of my most vivid recollections was getting on the Austrian Airlines plane in Athens and finding everything so clean, cool and nice. In Vienna we joined up, after 24 hours or so, with the Kuliches, and in due course we joined the dozen or so people who were to take part in our three country tour. It was mostly a B.C. and Quebec group, interestingly enough, with one person from Saskatchewan, as I recall. We had several days each in Vienna, Budapest and Porec (the latter a small town on the Istrian Peninsula in Northern Yugoslavia). In each of our three stops, which were very different in character, we had sustained meetings with local adult educators, visited educational institutions, and had some time for general touristing, sometimes as a group and sometimes on our own.

Jindra was a marvel at coping with the languages. German was no problem for him. Somehow he coped in Hungary, and at Porec we joined for most of the time with an international summer school for adult educators, which operated in Croat and English, so Jindra's services were not required. It was a fascinating tour in all three countries, especially behind the Iron Curtain in Hungary, where things seemed very strange and formidable, and in the in-between country of Yugoslavia (since dissolved), where shadows of the "civil war" during World War II were never far away. Our most memorable experiences in Vienna were surviving a five hour Wagner opera, and the delights of the wine gardens. In Budapest it was a visit and discussions at a tractor factory and a dinner with the Kuliches at the "Twelve Apostles" restaurant. In Porec, watching the local people getting plastered at every opportunity, it seemed, and watching a marvellous ice cream merchant throw scoops up in the air and catch them in the cone—the ice cream was good too! I make light of the trip here, but Mary and I found it a memorable one.

But 1972 was not over! In August of that year, I spent two weeks in Tokyo attending UNESCO's Third World Conference on Adult Education. I have already discussed this meeting as it related to the ICAE. It was a particular pleasure to be there with both Roby Kidd and Bert Curtis, both close friends, and to have J.V. Morin on the staff of the Delegation. After saying Canada would send a very small delegation to this meeting, the government in fact sent a large one—about twelve people. This was a period of high stress in the relations of the Federal government and Quebec, which was taking the stand that the Feds had no right to send only people of their choice to international meetings of this kind which were to deal with matters which are Provincial concerns under the constitution—in this case, education. So after Ottawa had chosen some delegates, Quebec said they were going to send some. In order to "cope" with this delicate situation, Ottawa simply added the Quebecers to the

National Delegation. So we wound up having one of the largest delegations there. The Quebec group wound up including Paul Belanger, who was by then a familiar figure from UNESCO Commission meetings, and Jean Marie Beauchemin, with whom I was subsequently to work quite closely for a while in the UNESCO Commission. The remarkable thing about the proceedings of the meetings was that after we caucused every morning to discuss our directives from Ottawa and the stand the Canadian Delegation should take in the meetings, the Quebec group paid no attention to those agreements at all and simply did whatever they felt like. A couple of the Quebec "delegates" were hardly seen at the sessions, so it didn't seem to matter what they thought. The conference was notable for the fact that most of the delegates were senior educational officials rather than adult educators, a sign, it was felt, that adult education had "arrived" in most countries of the world, to the point that senior policy makers felt the need to learn more about it. The dominant concern in the discussions was the fact that various "disadvantaged" groups in the population (this seemed to be agreed upon by people from all countries, no matter what the political stripe or stage of development) were not being reached by adult education services.

We worked very hard at the Conference, which was made up of over 400 delegates. But we got away for one day on the weekends and did day trips to Nara and Kyoto, as I recall. It was so steamy hot, especially in Tokyo, at that time of year, one thought twice about leaving the air conditioned atmosphere of the Tokyo Prince Hotel where we lived and where the Conference was located. Bert and I (and sometimes Roby too) being baseball nuts, were fascinated by watching baseball games on Japanese television, when we got the chance. John Cairns, a Canadian, was the UNESCO official in charge of the Conference, and John Lowe, an acquaintance from my visits in the U.K., had prepared much of the documentation for the meeting. It was good to have this chance—the second in two years—to spend time in Japan, although this time we had little time to be out and about in Japanese society. As described in an earlier chapter, this Tokyo Conference led to some quite intensive work back in Canada by some of us who had attended.

In the following year, I had a chance to go back to Britain. An organization called the Ditchley Foundation, which was concerned with Commonwealth links, invited me and another Canadian (a medical educator) to attend a meeting they were having on adult education at Ditchley Park (near Blenheim) in England. They had a wonderful old house built in the 1720s, where we all lived and held the discussions. I can't remember much about the proceedings, and don't feel I contributed much. Nor do I have any idea why I was invited to attend. But because this meeting was taking me to England, I contacted my "old friends", the British Council, and they agreed to take me on once more as a "Visitor". This time I was in the process of switching over to teaching, and

so I was most interested in visiting teaching departments of adult education. They did me proud, making it possible for me to visit with such departments at Oxford, Leicester (to which the NIAE had moved by this time, but where I also saw Arthur Jones at the University), Nottingham, Edinburgh, Liverpool and Manchester. In Edinburgh, I spent most of my time with John Barclay, whom I had met there on my previous visit, but John Lowe showed up at one point and took me out for a meal. In Liverpool, I was looked after by Tom Kelly, whose historical work I had admired for years. I stayed with him and Mrs. K. at the small town of Formby, North of Liverpool, an ancient Viking centre, apparently (Mrs. Kelly had written a history of the town). I was very pleased to see Arthur Jones again at Leicester. He had been Head of the City Lit in London when I had visited there years before, and Arthur subsequently came to U.B.C. to teach a summer course for us. Once again, I had reason to be grateful to the British Council.

In the following year Mary and I travelled both East and West, to China and to England. As I have mentioned earlier, I had, I think, originated the idea that the CAAE undertake educational travel tours for adult educators. A member of the Executive, Dr. Marjorie King, picked up the idea, and perhaps with the help of Ian Morrison, got permission from the authorities of the People's Republic of China to take a group there in the spring of 1974. This was something of a coup, because China had only recently opened up to contacts with the outside world, and the Great Cultural Revolution was still under way (it is usually dated as coming to an end two years later, in 1976). Mary and I decided we wanted to go as soon as we heard there was prospects of such a tour. It turned out that there were some 25 people in the group, who came from pretty well all regions of Canada.

The tour organizers had tried from the outset to get a tour arranged which concentrated on adult education institutions in China. In the end, we did see quite a lot of adult education, but the tour could better be described as a general orientation to Chinese society. By hindsight, I would say that this was for the best. This time still being during the Cultural Revolution, we found things in a very disorganized, or at least transitional state in China. The universities and cultural institutions (museums, etc.) had been largely closed down, and were just beginning to get back to work. "Political correctness" was still very much to the fore in all sectors of life. We found teachers in the schools extremely concerned about "criticism" from students, and education beyond grade school was open to people only on the recommendation of the political/party officials, etc. In every organization we visited, we were welcomed by the "Revolutionary Committee" (the management group), and always in the name of Norman Bethune. Some of us from Canada had barely heard of the Canadian doctor, Norman Bethune, but of course he was a hero of the Chinese Revolution, and everywhere we went, we, as Canadians, were

welcomed in his name. (One member of our group had been smart enough to bring along quite a few photos of Bethune's birthplace in Ontario, and we presented these as gifts at most places we visited.)

We visited Canton, Shanghai, Wushi and Nanking, spending some days in each centre. We entered by taking a train from Hong Kong (where the party had gathered). The train stopped at the border and we had to get out and carry our baggage over a small bridge and "into China". China had seemed so remote, for so long, to us Westerners, it was quite an emotional experience "entering China" and wondering how we would be treated. In fact, we were treated extremely well, were bussed around to all our calls, greeted as honored guests, taken to the "Friendship stores" (for foreigners), given favored seats at concerts, and even having traffic signals turned green for our bus by the police in the kiosk at major intersections. Wherever we went—I suppose we were fairly early in the process of China being open to outside visitors—we were seen as great curiosities by the local people, especially women with blonde or white hair, and some of us who were tall.

There was a fair amount of formality involved in the dealings with the new group of guides we met at each centre and in the visits we made to each new institution, so it was important that the Chinese know who was "in charge" Marjorie King performed this function most of the time, but she became ill for a few days (had a chicken bone lodged in her throat) and for that period, I took over. Then at each visit we made, we named one of our number to be the Chair of the Delegation and to be the person through whom we asked our questions, etc. We would arrive at a place, sit down around a large table, have steaming mugs of tea and be greeted by the "Revolutionary Committee". Then we would tour the premises and after that reconvene for questions and discussion. We visited such places as: several schools of different levels, a university, a children's palace (after school activity centre), a radio station, a workers' housing unit, two rural communes or collective farms, several types of factory, a pre-school nursery centre, a teacher training institution, etc. We also attended several cultural events, never failing to be surprised (I speak for myself) about the blatant political content of the performance, no matter what the art form.

It was an extremely demanding tour and most people came down, at least briefly, with some health problem. We simply got worn out, and it was considered impolite to our hosts to stay home from any of the events. People were of course fascinated by the Chinese medicine which attending physicians used to treat any ailments they had. We noticed, however, that when problems persisted, the doctors gave people Western medicines. The society prided itself on a very high level of public morality. One of our party left an umbrella behind at one of the hotels because it was broken, and sure enough, it caught up with

us at the next city. I inadvertently packed up a doily thing from the arm of a chair in the hotel in Shanghai. When I discovered it as we arrived in Wushi, I gave it to our guides, explaining what must have happened, and a great public fuss was made about what a fine thing it was that I returned it.

We returned to Canton and thence to the border and the same routine of trains on to Hong Kong. We had a couple more days in HK, and then went to Japan for a couple of days at Kyoto, before heading home to Vancouver. That was my third trip to Kyoto, and I enjoyed every moment of each one. A wonderfully fascinating cultural center. I would eagerly look forward to the chance to go again.

Later in the same year, Mary and I went to England. I was invited to take part in a meeting of representatives of national adult education bodies, one organized by the International Council. This being the case, Mary and I decided we would both go, and spend a prior week hiking on the Coastal Trails in Cornwall. This we did, making first Penzance and then St. Mawes our bases of operation and hiking out from there each day. We were especially fortunate that our small hotel in St. Mawes, the Green Lantern, turned out to have the most wonderful food imaginable. Though we had intended to try various places around the village each night, we found ourselves "eating in" every night, and with great pleasure. It was a good thing we were hiking so strenuously all day.

We then went back to London, I to attend the meeting I have mentioned and Mary to go on a British Council "Visit" to several English as a Second Language training institutions. At this time, Mary had just taken on the direction of the Neighborhood English Classes project for Vancouver Community College and it was most useful to her to have a chance to see other projects and to meet other leaders in the field.

The meeting I attended was held at a residential centre, Wansfell College, on the edge of the London area. I represented the CAAE at the meeting and also acted as rapporteur, producing a sort of summary statement at the end of the 4 or 5 day meeting.(2) There were people there from all over the world, and it was a privilege to take part. This was the first such meeting of representatives of national adult education organizations which had ever been held. At that meeting I first met Dr. Budd Hall, who was doing some work for Roby in connection with the International Council (although still basically working in Tanzania at this point, I believe). I was to see quite a lot of Budd in future years, and of course he subsequently took over from Roby as the Secretary-General of the International Council.

In this period, each year seemed to bring some international travel. It was perhaps the fact that I was for several years at this time in a fairly prominent job, as

the Director of the Centre for Continuing Education, and active in the CAAE, CADESS, the UNESCO Commission and the International Council, which led to opportunities. This tended to become less the case as I switched over to teaching in 1974-75.

In 1975, Mary and I decided that we would like to revisit Portugal, and this time, take daughter Janet with us. Our plans were thrown into doubt because some months before we were to go, a revolution took place in Portugal and the long-established Salazar dictatorship was overthrown. We were getting reports on the news that things were very chaotic and disorganized in Portugal and we wondered whether we should go. We consulted External Affairs in Ottawa and they said to go ahead, that it should be an interesting time to be there, but as a precaution to keep the Embassy in Lisbon informed of our movements. So we did go, and it was a fascinating experience. Things were quite chaotic, all right, with many street corner meetings, handbills being passed out everywhere, and seemingly every square foot of space on public buildings, signs, etc, having been spray painted with political slogans and party initials. Very few tourists were "chancing it", and the tourist places were almost empty. This time, because we had visited in the South before, we headed North, eventually getting as far as Vilenca de Minho, gazing across the river into Spain. As in our previous visit, we stayed mainly in the government regulated Pousadas, which were usually small hotels built into historic buildings. When our visit together in Portugal was over, Mary and Janet flew on to Britain and I went home to Canada.

My trip home was timed to allow me to attend the meetings in Ottawa and Toronto of the International Council for Adult Education, which happened to be taking place in Canada on this occasion. It was at this time that Roby was honored by the Government of Ontario with a "state" dinner, which Mary (who had just returned) and I were privileged to attend.

My next trip abroad was to Australia in the summer (their winter) of 1978. I have described the purpose and nature of the trip in an earlier chapter. It allowed me to visit Australia for the only time in my life, with a few days each in Melbourne, Canberra and Sydney.

In 1980 I began to be involved in International Council relationships with China, though my second trip to that country did not take place until 1984. Roby had been working over the recent years to try to bring China into an active participation in the ICAE—or at the least, to establish more effective contact with adult educators in that country. He had in mind that I would be involved in one of two or three teams of adult educators who would do preliminary "survey" trips in China, leading up to a larger meeting. In 1980, Roby held at OISE a three day meeting of China experts from around North

America, with a few of us (including a CIDA representative) there as well to pick up some background. It was a very small group, a sort of "round table" meeting, and I found it marvellously interesting. In the subsequent months, Roby firmed up the invitation for me to take part in one of the touring teams, but by early 1981, it became clear to me that for reasons of health (I was having some heart problems) and work, I simply couldn't do it. I felt badly about it, not for my sake but because he had been counting on me. As it turned out, at least one party did carry out a tour in China. All this was leading up to a conference subsequently held in Shanghai in 1984, but sadly, Roby had died before it came about. Chris Duke of Australia, whom I had seen something of while there, and who now had become Associate Secretary-General of the ICAE (Budd Hall was now the Secretary- General), came through Vancouver in the summer of 1983. He had responsibility for planning the Shanghai meeting (along with Charles Wong of Hong Kong), in consultation with the Chinese officials. Chris asked me to prepare an historical paper, to be one of two lead papers at the Shanghai meeting. I was terribly pleased to be asked to do this—and to be invited to participate. It was an invitational meeting and only some 30 persons from outside China were invited to go.

I did indeed go to the Shanghai conference, in May of 1984, and a wonderful experience it was. We were there approximately two weeks. The first five days or so we visited various educational institutions (some of them within other concerns—factories, shipyards, department stores, etc.) and then we had 8 or 9 days of academic sessions. Simultaneous translation was provided in the plenary sessions, but in the small group meetings—we stayed in the same small group throughout—translation was handled less formally. There was time, over that span of days, to feel you were getting to know other people and to get some real communication, in spite of the difficulties. I found China immensely changed since I was there ten years before, in some ways, more like our own society. The rhetoric in 1984 was all looking back with regret on the Cultural Revolution as a waste of time and as a period when China was cut off from what was happening in the rest of the world. The conference we were attending was described as being for the purpose of assisting Chinese educators to catch up with what was going on in the field elsewhere. We lived in a new hotel, or our part was new, which was within a walled sort of compound. The complex of buildings contained shopping, several hotel buildings, large dining room buildings, etc. And we had a minor earthquake while we were there, the first in living memory in that part of China, apparently. It was a remarkable experience, and once again, I stopped off briefly in Japan on the way home.

I was on leave for the first 8 months of 1986 and as it turned out, Mary, on quite short notice, was asked to go and head up a Canadian team which was to establish an ESL school in Jakarta. We arranged that I would go out for a

while to visit her. I did this in late February and stayed for three weeks. Mary was working all day, so I stayed in her apartment and worked on my writing, but in the late afternoon and on the weekends, we visited around the area. And on one long weekend, we flew to Bali and had a most enjoyable time seeing some of the sights there, visiting craftsmen and artists and seeing dancers. It turned out to be the Hindu New Year while we were there, so we saw the extraordinary sight of people walking through the fields, all dressed in ceremonial clothes and carrying fancy gifts (mostly food) to the seashore. It was good to have a chance to see where Mary was working and to sample a little bit of life in Jakarta.

I have already described in some detail my trip to Sweden in 1989. It was so much "out of the blue" to have the chance to visit that country, and at someone else's expense, and to see something of their extraordinary adult education activities. The timing of the trip, when I was just planning to write about the options before us in Canada for the future of citizenship education in this country, could not have been more helpful. It was a most rewarding visit. When I came home, I was asked to write up the presentation I had made to the group while we were at the Folk School at Ludvika, but to my knowledge, nothing was ever done with the papers that were submitted. However, I was so grateful for the opportunity to make the trip, and under such excellent circumstances, I certainly was happy to respond to their request to submit the paper.

That trip was, I guess, the last one I made before retiring, and it was one of the most interesting of all. I had been exceedingly fortunate over the years in the opportunities I had for international travel and participation in professional meetings of an international kind. It greatly broadened my outlook on the field and assisted me in my teaching and writing.

As I think back over these experiences, certain scenes and incidents come into my mind as particularly memorable ones. They were not necessarily the most important things I did or learned, but had a certain quality which makes them stay with me. I think for instance of a session we had in 1972 with the training officer of the "Red Star Tractor Factory" in Budapest, during which we heard about the work that he did, as we sat around eating dark bread, liberally slathered with lard. The thought of China brings to mind visiting a "university" within a factory which made heavy electrical machinery, which we visited in 1974, and a "middle school" which we saw in 1984, which was run by a shipbuilding concern. As I recall visits to Edinburgh, two scenes come to mind—a liveried manservant bringing afternoon tea to John Barclay's office for the two of us (and the fact that John had a fireplace burning in his office), and a most interesting visit I made in that city to a regional office of the Open University. During my very first visit abroad, I was deeply impressed by a residential centre run by the Extra-mural Department of Manchester University.

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In 1986, when I visited Mary in Indonesia, I visited the school she was running in Jakarta under such difficult circumstances, and was impressed by the remarkable efforts that she and the other teachers from Canada were making in order to serve the students with whom they were working. And finally, in this short list of such experiences, I think of the Brunswick Folk School in Ludvika, Sweden, a residential centre for the training of leaders for the labor movement and for the Study Circle movement in Sweden, and of Henri Blid, a resident professor there. These and many other scenes stay in my mind.

9

A Working Life: People & Influences

We need prophets who know all about man and yet believe in him.

Reinhold Niebuhr

There are in our existence spots of time,
That with distinct pre-eminence retain
A renovating virtue.
William Wordsworth, "Lyrical Ballads"

In this chapter I want to refer to some ideas, persons and influences which I feel have had an impact on my development. They not only have helped to make me what I am, but by doing so, have no doubt influenced decisions I have made about how I chose to spend my time and direct my energies.

In approaching this task, I will stress things which it seems to me have influenced my work particularly, as distinct from my personal life otherwise. This is a slippery distinction to make, I suspect, especially in the case of a person like me who was lucky enough to be working all his life at something which has been such a close fit with who and what I am. I have not checked my personal interests and ways of behaving at the door when I arrived at work. Work has been an integral part of my whole life, not just a separate and distinct section of it. I suppose almost everyone could make that statement, and perhaps it has been a matter of degree with me. I have thrown myself into my work, applied the same values to it as I tried to apply to other things, and I think behaved at work in the same sort of style which I demonstrated in the other parts of my life. I only have known one way to act, and on the odd occasion when I consciously "put on" some other style of behavior, I have often regretted it, even though the situation seemed to "require" it.

I have come to believe deeply in what I understand Carl Rogers to be talking about when he speaks of the value of being "authentic". I try to be what I see as the real me, in my various roles in life. I have found over the years that I am

happiest with myself when I "do what comes naturally". A small example. I have learned quite a lot about group process in a lifetime in the adult education business. I sat in on courses about how groups function, how people behave in small groups, the advantages of getting people into small groups so they can feel more comfortable and open up more. I "know" all that, and yet I find myself as a teacher very cautious about getting my class to break off into small groups to undertake tasks, etc. It may be that such activity is not how I personally learn most effectively, or it may be that in the past I have too often been part of such small group activity which I thought was trivial, and engaged in for the sake of putting people in groups, rather than because it really suited the situation. Because I have come to be uncomfortable with such an approach, I have used it only when I could convince myself that there was some overwhelming advantage in doing so. That is how I "feel" and my reluctance to use such small groups is part of what constitutes "authentic" behavior on my part, as I see it. I sometimes have seen that going into small groups would be of some value in certain situations, but have held back. The sum total of such decisions and proclivities has constituted Gordon Selman as a teacher. I am aware that I am not what the world calls an exciting or memorable teacher/performer, but I have consciously chosen to be something else.

I realize that what I have just said about being authentic could also be said by someone whose approach to life and to other people is repugnant to me. And one can be "authentic" and be a horrible, destructive person. So the next step seems to be to look at what one is being authentic about. Here I am faced with a lifetime of influences—family, friends, my work, things I have read, organizations (including churches and others), and generally a lifetime of experience and learning. In this connection, I am very conscious of what Bordieu, I think it was, has called "imperceptible apprenticeships", which I take to mean those influences which have shaped one's personality and philosophy without one's willing it.(1)

In my case, I would see a philosophically "liberal" position as being one of the things I "inherited". I absorbed such views from my parents and the rest of the extended family, I would say. There were several extremely able and remarkable people in the family, and as I perceive it, they were in the "social gospel" tradition. They felt that our social system is basically as satisfactory as any, but saw clearly that there were serious problems with how it was functioning, ones which could be minimized, if not solved, through progressive improvement in society and the way it operates. A pretty classic liberal position, I would say. Certainly in the case of my parents, there was a deep Christian belief as the foundation of their liberalism. That belief had a great deal to say about the dignity of the individual person and the sort of "safety net" of one kind and another that needs to be there for people who need help. There was a clear recognition, I think, that many people needed assistance at times in

their lives, not generally because they were "failures" as people, but in most instances because of circumstances or bad luck. That is how I would characterize at least part of my imperceptible apprenticeship, and it is the sort of liberalism, in the philosophical or social policy sense of the term with which I find myself comfortable. I have read a great deal in my adult life and especially in my work of other points of view, usually in my case, as applied to adult education. I have been deeply interested in the critique of our society and our field of practice which has come from more radical quarters, and I have taken seriously many of their ideas, but I have not found myself ready to abandon my basic liberal point of view.

There is another aspect of my beliefs which I inherited, or had strengthened, by my involvement in adult education. In the area of non-formal learning particularly, there is a conviction that all persons are learners, whose wishes and needs should be taken into account in the design of educational programs. Learners frequently are seen as equals of teachers, the teacher in any given situation knowing more about the subject under study than the "students", but with little in the way of status accompanying that superior knowledge. In fact, in the teaching situation in which I have been working, that sort of spirit or attitude is not hard to maintain. Many of our students have been people of real accomplishment who, because of the nature of our field, did not get formal training in the field before gaining considerable experience, and frequently, considerable status in the field of practice. Part of my approach to students, therefore, one which is re-inforced by contacts with the mature, experienced people who tend to take graduate (and even undergraduate) work in adult education, is to see them as equals in many respects, my role being to help them along through their programs of study, about which I have specialized information, both academic and procedural.

Related to this matter is an arresting distinction which Alan Thomas made in an article some twenty years ago.(2) He described the differing expectations which we have in our roles as "members" and as "students". As members of an organization, we expect to be consulted about the things which are going to happen to us and to be one among equals in the activities in which we engage. As students, there has traditionally been a willingness to place oneself under someone else's direction, within the limits of the course or program, and to "suspend judgment" about the wisdom of procedures as programs proceed, in the expectation that the instructor knows better than we do how to engage in the learning process. Thomas's point, further, was that in adult education, especially the non-formal aspects, we have tended to apply the "membership" attitudes and expectations to the educational setting. I would add that elements of what he described as the membership approach have in recent decades found their way into more formal education. We are always conscious in our university adult education academic program of the "tension" between

how we need to behave in an institution of higher education, and how we talk about behaving in an adult education setting. This tension has frequently been in my mind as I have taught over the years.

Without knowing whether I am necessarily "right", I have chosen, as a teacher and as a practicing adult educator, to proceed on beliefs typical of the "Third Force" psychologists, Maslow, Rogers and co. This is the humanistic psychology view of human nature, which holds that there is a natural tendency in people to seek their own growth and development. What is required of programmers and teachers is not so much persuading people to undertake learning within their lives, but rather helping or "facilitating" people who are already embarked on such endeavors.

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Ever since I got turned on to reading as a young person (I was not much of a reader until sometime in my teens) I have been a prolific reader. History has been a mainstay, to which I keep returning; history as such, and biographies and other forms of literature which have historical dimensions. While there are a few individual books which have had considerable influence on me (and I will mention some of them in what follows) I think that this large body of literature as a whole has also had its effect. In methodological terms, I suspect I have learned quite a lot about writing from reading so much. In addition, such reading has kept me in touch with the world of ideas and has been intellectually stimulating. Having been active as a practicing historian, particularly for the last two decades, I have of course found it useful to see what others were doing and to learn something about the changing ideas concerning the writing and purpose of historical work. But quite apart from any utilitarian product of my reading, I think that this activity has had a generally civilizing and broadening effect on my outlook and my interests.

The strong interests and specializations of my wife Mary and our three children have also helped to widen my education. Mary reads very widely—over a broader front than I do—and has shared much with me. She and daughter Julia have a shared interest in language, its functions and acquisition, and I have benefitted from this. Son Mark has in recent years earned his Doctorate in Educational Philosophy, and I have learned a great deal from discussing things with him, and hearing his critiques of many of the same things I was reading in my own field. He has also put me on to things he thought I would be interested in learning about. Daughter Janet is a theater professional and as a director and a dramaturge, is particularly interested in the texts and contents/meaning of plays. This has led me to a great interest in those things as well. I feel I have learned over the years to learn effectively from relatives, friends and colleagues, in both professional and personal matters, and I have

been much influenced by these relationships. I have also been blessed with wonderful "teachers" of this kind.

I have had several areas of concentration in my reading, from which I have gained great benefit, as well as satisfaction. Perhaps the most rewarding one has been my interest in Shakespeare's work, and the body of literature or criticism which relates to it. From Shakespeare, the great humanist, one gains glimpses into human personality, is challenged at every hand by seeing fellow human beings facing their worlds, and of course is immersed in language used with style, strength and beauty. One day at work, a colleague who knew next to nothing of my personal life, said, "Gordon, I think you must be a great reader of Shakespeare". I was taken aback, interested and pleased by his comment, and wondered why he had made it. He said it was something about my handling of the language in everyday situations. Whether deserved or not, I was pleased by the comment. I have also been impressed by reading at least some of the body of literature about Shakespeare and his work. All the philosophical and social questions which arise in my own field of specialty have appeared in "Shakespeare studies" as well—the radical critique in its various forms, feminist points of view, and schools of thought about literature and its functions.

A second focus in my reading has been that of the Cromwellian period in English history. It is a fascinating period from the point of view of examining the impact of the individual on the events of his/her day, and on the other hand, the way events shape the person, and provide a platform upon which the individual acts. I have read a great deal about this period—history, biographies, letters and speeches, documents, literature and literary criticism, cultural history, revisionist history, etc. It has been a fascinating eye-piece through which to see in action the various branches of the humanities as they shed light on a particular period—and on ourselves. This was also a period when many of our modern ideas about democracy were first expounded.

I have had a particular interest in Joseph Conrad as a person and a writer, have read all his writings, and a great deal about him and his work. It has been of deep interest to get into the level of detail I have pursued in connection with his life and work. He writes of "a few simple notions" by which he tried to live, of human responsibility in this life and of the special responsibilities of the professional person. Although he doesn't mention the word "existentialist", to the best of my knowledge, the social conduct or social ethics dimensions of life are approached, I would say, in much the same spirit as the existentialist does. One creates a life by responding in particular ways to the situations life puts before us. Conrad's "few simple notions" have had deep meaning for me. It is not so much what those notions are for Conrad, but the idea of acting according to basic principles in one's own life, and being clear as to what they are; this is what I have found so profound and helpful.

I have some of the same feelings about Hemingway and his work, which I have read a lot about. I do not consider him to have been a profound thinker, but I have valued his focus on individual responsibility. He says somewhere, or has one of his characters say, that he is not so much concerned with the deeper meaning of life, but rather with how to live a life. Shades of existentialism again, of course, and although such a philosophical position is somewhat "out of favor" in professional philosophical circles, its "popular" effect is still very much to the fore, and I have found it very helpful. I have also found it helpful to examine in detail how Hemingway uses the English language.

I have been drawn to biographies. Most of those which I have read have been in a few categories. I have always had an interest in the great explorers, especially those who went by sea, but others as well. Also, I have read a great many literary biographies, mostly, I think for the intellectual history contained in the best of them, and to increase my appreciation and understanding of the work of the people I read about. I have also read quite a few biographies of major historians, I guess for the same reasons. Besides the values already mentioned, I think I find biographies particularly fascinating from the point of view of how outstanding people have dealt with their circumstances, and in some cases triumphed over them. There is something deeply interesting in seeing how people deal with the passion in their lives for certain ideas, or the will to accomplish what they have set their minds and hearts on doing.

A few individual books have meant a lot to me. Some of them have been by the writers I have already mentioned, others not. The first which comes to mind is *The Uses of the Past*, by Herbert Muller.(3) This sweep of Western history, as seen from the humanistic and liberal point of view, was first of all, a demonstration of historical interpretation which I found very impressive and which I was "ready for" in my own development. It was a crossing over point in my own development from a religious spirit to a more secular one. The way in which Muller approached the idea of "toleration" as being a positive and constructive force, rather than reflecting a lack of real conviction on one's own part was a revelation, or at least for me a psychologically timely idea.

Crane Brinton's *Ideas and Men* might be mentioned in the same context.(4) This was perhaps the first "intellectual history" that I read and it put the evolution of our thinking into a broad historical sweep such as I had not experienced up to that point. I first encountered this book as a textbook in a History of Historical Thought course.

Conrad's *Heart of Darkness* (5) and *The Nigger of the 'Narcissus'* (6) were powerful messages about human nature and the tenuous "veneer" of civilization. One who has lived, as we have, through the Twentieth Century needs no reminder about the narrow gap between savagery and civilized behavior.

Conrad's works of art were for me powerful and revealing statements of that truth, ones which brought new levels of understanding to me, and caused me to think anew about any "facile" liberal attitudes.

Freedom To Learn, by Carl Rogers, was another revelation to me.(7) I had perhaps come to many of the same conclusions as Rogers does about human nature, in my case based on some experience in adult education and on a generally positive view of human behavior, but it was not until I read Rogers' book that I found this view put in a scientific or research-based setting. His powerful thesis, based on his experience as a therapist and teacher, rang true to me and gave welcome support to my view of human behavior. I am still not sure what to make of his ideas about teaching—that you can't teach anybody anything—though it does re-inforce the vital distinctions between learning and education, which I believe to be crucial.

For quite other reasons, I have been deeply affected by Webster Cotton's *On Behalf of Adult Education*.(8) This long pamphlet, published back in the Sixties in the United States, develops a theory about the development of adult education—from "idealistic" enterprise to an "educational" one (that is, from movement to profession)—based on a study of the literature of the field. From the day I first read Cotton's historical study of the field, I have been both fascinated and convinced by it. A great deal of my subsequent work "takes off" from that point and/or applies Cotton's ideas to the Canadian scene. It struck me as a very satisfactory way to see the evolution of field, and when applied to Canada, placed my three friends, John Friesen, Roby Kidd and Alan Thomas, at the crucial hinge between the movement and profession tendencies in the field in this country.

As I began to take an interest in the history of adult education and to look for confirmation of the value of such activity, I was drawn to the early efforts in that area of Roby Kidd. He had edited (and published through the CAAE) the first collection of historical materials in his *Adult Education in Canada*, (9) and shortly thereafter he raised money from the Fund for Adult Education in the United States which made it possible to publish a series of substantial pamphlets in the early Fifties, the "Learning for Living" series (1952-54), which documented a number of important historical aspects of the field. All these had come out shortly before I entered the field, and then in 1963, Roby put out a second in his series of historical collections, *Learning and Society*. (10) The latter came out in the same year I completed my Masters thesis, and were a source of stimulation as I began to turn my hand to historical studies.

There are several historical books about adult education in Britain which I have found inspiring, not perhaps because of any particular theories expounded, but as solid historical works which dealt with adult education and con-

vincingly placed them in the context of their times. Tom Kelly's history of adult education in Great Britain (11) is impressive, and as someone who has tried to do some of the same kinds of things in Canada, I appreciate the significance of his accomplishments. J.F.C. Harrison's *Learning and Living 1790 to 1960* was superbly successful in placing adult education's development in the context of its society in Britain.(12) Harold Silver's *English Education and the Radicals*, I have found very helpful in grounding some early forms of adult education in the struggle for political reform in Britain.(13) I have also been very interested in work about the Chartist Movement in Britain, books such as those by David Jones and Dorothy Thompson describing so well the educational "wing" or aspects of this political movement, and raising effectively all the familiar questions about propaganda and education in such settings.(14)

As far as the Canadian scene is concerned, we have to look at the work and ideas of Roby Kidd and Alan Thomas. In the case of Kidd, the major contribution, apart from the amazing breadth of his writing and interests, is the new attention paid to learning theory in his textbook, *How Adults Learn.* (15) This book has not on the whole received the credit it is due here in Canada, but has been widely recognized abroad for what it is, a work which moved our focus from education to learning. In the case of Alan Thomas, his most innovative writing appeared in "fugitive" form in articles and editorials which appeared in the CAAE journal, *Continuous Learning*, during the Sixties, a publication which he created and edited. There and in his recent volume, *Beyond Education* (16), he helped us see the significance of learning, as distinct from education, as a component of life. Both Kidd and Thomas will be increasingly recognized as time goes on for the pioneering work they did in the Sixties developing the concept of lifelong learning, which burst into public prominence with the publication in 1972 of the UNESCO report, *Learning To Be.*(17)

As far as individual works of importance are concerned, we should recognize the pioneering work of Ron Faris, with his book,*The Passionate Educators.*(18) It is a study of the CAAE and some of its major projects in the1930s and 1940s, and though one may not accept all his interpretations, his book is valuable from the point of view of bringing to bear on adult education theoretical constructs which had been developed in other areas of social science. I also feel that Hayden Roberts' *Adult Education and Culture* is an important work, attempting to identify elements in society which determine the nature of the adult education enterprise in that society.(19) Also, his comparative treatment of Quebec and Alberta in this respect will, I think, be instructive to scholarship in the field as it develops in the future. In terms of philosophy, the books of Moses Coady (20) and Ned Corbett,(21) already mentioned, have had much impact on me.

I also want to mention some "escapist" literature which I have found rewarding. First and foremost, the police fiction stories of Nicolas Freeling. At one level, they have just been great escapist literature and wonderful fun. They are so rich in human nature and the nitty-gritty of human relationships. At another level I have valued the relationship revealed in his books between professional or vocational responsibilities on the one hand, the human spirit and personality on the other. I suppose some of these things have been treated more consciously and deeply elsewhere in literature, but Freeling makes them come alive for me while he is charming me with other things. Some of the same elements are to be found, I think, in the series of police work stories written by the Swedish man and wife team, Sjöwall and Wahlöo, which I have also found rewarding reading.

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And there have been people—wonderful people—who have changed my life. I will say little of my family, because I am concentrating here on professional matters, but I return briefly to how much I have learned from my wife, Mary, and her approach to life and people, and from my children, who have widened my horizons so much, each in his or her own ways. I feel too that I learned a lot about working with people from my Mother.

Outside the family, first mention must be made of John Friesen. John was my mentor, as well as my boss and my friend. I feel I learned two main things from John, though I hesitate to try to put any limits around his influence on me. The first has to do with a philosophy of adult education. What is adult education for? John is a progressive liberal, I would say. He was grounded in a community approach to education and development both for itself, and as a means of the development of people. Those dimensions of adult education had not been a part of my experience, but I came to learn a lot about them from John. The tradition of U.B.C. Extension had been very much in the social and cultural development mode, and John fit very well with that approach. He saw, however, that other winds were blowing and he had the insight and advanced training that enabled him to lead the Extension Department in other directions, as circumstances indicated that he should. He was making this kind of transition in U.B.C. Extension when I arrived and he helped me to understand the issues and values at stake. I learned a great deal from John about what it meant to be a professional practitioner in the field of adult education and to have one foot in the "movement" of adult education and the other in the "profession". I also learned a great deal from John about the processes and methodologies of adult education.

A second, and perhaps more basic thing I learned from John was about how to live a life. He helped me broaden my outlook and interests greatly. He shared many of my already existing interests, such as literature, history, and

community, national and international affairs. As well, he helped me see and appreciate more fully other areas of human affairs, most notably the various branches of culture and the arts. He was also informed about and shared with me many things he drew upon form other cultures than our own. He had broad knowledge of many areas of life. He was what may fairly be termed a cultured person, but he wore his broad knowledge "lightly", drew upon it effectively, and never seemed to be forcing it on me, much less ever seek to impress me. But impressed I was, and the longer I worked and associated with John, the more I learned about the possibilities inherent in his widely cultured kind of life.

An aspect of John's operational style which I found very instructive was his practice of "keeping his hand in". Once in a while, rather than leaving a program or project to his staff, he would take it on himself and see what he could do with it. I'm not sure I know all the reasons why he did this. It was perhaps that he felt his leadership would continue to be more effective if he was observed to be able to do the same things that his staff was doing, and do it well. Or it may be that he simply found it satisfying in some way not to be functioning always at the senior administrative and policy level, but to "revisit" the programming firing line from time to time. I am not sure what to think of this on balance; it was rather disconcerting as a programmer to find all of a sudden that John was doing something right in "your" programming area. But on the whole, I think it worked for the good, and of course John had the right to do it if he chose to do so. I mention this because although I did less of this than John did, I adopted the same basic practice in my period as Director, usually in my case with respect to a project I felt I could do better because of my contact with people outside the Centre, including senior University officers.

Roby Kidd was another person of whom I was very fond. Roby was a world figure in the field of adult education, but he always had time for personal things, and for things Canadian. The more I have learned about Roby over the years (which is a lot) the more amazed I am about how much he got done in his life. As Director of the CAAE, which he was when I first got to know him, he was a terribly busy administrator, traveller and speaker, and yet he wrote and published an amazing amount. Similarly, when he went on to other things, he continued to demonstrate this remarkable capacity to do so many things at once. For a decade or so, later in his life, he was a full time professor at OISE and also the Secretary-General of the International Council, which he of course was responsible for founding. And yet in this already "too busy" life, he continued to publish a remarkable amount. And after he passed away, I discovered that he had written a great deal on a "memoirs" manuscript, much of which had been written and rewritten several times. My point is not that Roby Kidd was able to do all this, but that when I was in Toronto and wanted,

or felt I needed some of his time, he would sit down with me and have me over to his house to watch a baseball game or something, as if he didn't have another thing in the world to do. A wonderful person, and a friend and a fellow Canadian of whom I was very proud. He "did more for" adult education than anyone else in the world I can think of, during my lifetime.

A person to whom I felt closer, in a way, was Alan Thomas. This is perhaps because Alan worked with us in the Extension Department for five years before he left in 1961, to return to the CAAE, and during that time, we established a firm friendship. We have been in close touch ever since, especially in his CAAE years and in the last decade. Alan is perhaps the brightest person I know of who works professionally in our field. He has a wonderful facility for keeping abreast of developments in other fields as well as our own and of applying insights from other disciplines to adult education. His major contribution to our field as I see it was to develop the significance of adult learning, as distinct from adult education. He was exploring this area actively by 1960, and while he was Director of the CAAE and editor of its journal (the Sixties), he was actively examining its implications. I was fascinated, when I came to write my study of his period as Director of the CAAE, to be able to trace the development of his thinking in this area. He attributes the origins of these ideas to Roby Kidd, and certainly the two of them had a great deal to say about them during the Sixties. As far as much of the rest of the world is concerned, this emphasis on learning as distinct from education was a product of Paul Lengrand's work (22) and the famous UNESCO Report of 1972, *Learning To Be*.(23) But those of us in Canada who were following these things were by that time familiar with the general concepts. Quite apart from my admiration for this intellectual pioneering, I have the warmest of feelings for Alan as a friend. I have found him very supportive and thoughtful throughout our years of knowing each other.

There have been other people whom I have liked very much and from whom I feel I have learned a great deal over the years. Bert Curtis and Jack Blaney would head the list. Bert I had known in church when I was a boy, but not well. Then he showed up in Alan's adult education classes at U.B.C., and subsequently joined the Extension staff. Bert is a fine, practical person, with a sense of loyalty and a keen commitment to the task at hand. He and I became fast friends while he worked in Extension in the late Fifties and early Sixties, and have kept in touch over the years after he went East to different jobs in Ottawa and Thunder Bay. Jack Blaney, in a sense, took over the same place in my life at a later stage. He was a staff member in Extension when I left to go to the President's Office and was Acting Director in the period between John Friesen's departure and my becoming Director. He was my best friend and right hand man throughout my years as Director of Extension. He went away and got his Doctorate during those years and returned much better informed

in a number of academic areas than I was. I learned a lot from him and we spent a lot of time together. He was a sort of alter-ego, I felt, bringing a hard practicality and institutional/academic point of view to matters we considered together. He came to feel that Extension/Centre policies at U.B.C. were out of step with the times. So that when he was appointed Dean of Continuing Studies at Simon Fraser University and left U.B.C. at just about the same time I switched over to teaching (in 1974), he was in a wonderful position to implement the sort of policies he favored. He has since become Vice President of SFU and has done a masterful job of developing their fine downtown Hastings Street campus. We have not kept in close touch, particularly, although there was a period when we were next door neighbors on 36th Avenue and that made for ease of contact. But once in a while we have had a chance to be in touch, mostly through opportunities he has taken to be generous to me, through inviting me to take part in certain conferences, including me in the celebrations surrounding John Friesen's receipt of an honorary degree from SFU and the like. He has been a fine friend, and one from whom I have learned much over the years.

I have known Jindra Kulich ever since the late Fifties, when he was a faithful volunteer leader in the "Living Room Learning" program run by the Extension Department. He took his Masters degree in Adult Education subsequently, and worked in various aspects of the field, in B.C. and Ontario. By the time I returned to Extension as Director, Jindra had joined our Department and over the years we have become close friends. Even after I switched to teaching, we worked together on the Diploma Program, he looking after administrative aspects and I being academic advisor to the students in the Program. Jindra became ever more active in scholarly activities, doing a great deal of writing and research and also (after he became Director of the Centre) doing a great deal of publishing of both books and a monograph series. A number of my more ambitious monographs, and one of my books were published by the Centre under his editorship. Through all of this, Jindra and I became closer and closer friends. I have valued that friendship very highly and have admired Jindra's standards of scholarship, his astonishing productivity and capacity for work and perhaps most of all, his high standards of personal behavior and faithfulness to his values. Besides admiring him, I just plain like Jindra enormously. We have been through a lot together and I have learned a great deal from him.

In recent years, I have had a fine friend and co-worker in Paul Dampier. We got to know each other when he was a Masters student in the Adult Education Program. His undergraduate work had been in political science, so he took an interest in public policy as it relates to our field, doing his graduating essay (which was thereafter published as monograph by PACE) on the evolution of such policy in B.C.(24) We knew each other in subsequent years

as we were both active in PACE. Paul was one of the most active and effective Presidents that organization has ever had. As I was getting on with the planning for my textbook on the "Foundations" of adult education in this country, it began to look like too big a job for the kind of time I had available, and I had the bright idea one day of asking Paul to be a partner with me in the enterprise. He decided to do so, though it was a very heavy commitment for him, the work having to be done outside his work hours at the Justice Institute of B.C. He somehow got it done, however, meeting deadlines along the way which I really thought were beyond what was possible. I have had a fine friendship with Paul, one which has got "closer" as the years pass. I put closer in quotation marks because Paul and his family have in recent years moved to Dawson Creek, where he works for Northern Lights College. Besides liking and admiring Paul enormously, I have learned a great deal from him. He is not only sound and thorough, but he has a creative side to his nature as well, and can be counted on to come through with imaginative ideas when needed.

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In Herbert Muller's *Freedom in the Western World* (25), at one point he traces the development of parliamentary democracy and the establishment of political freedom in Great Britain. I am much taken by his explanation of this achievement: he says that "the key to the process was not intellect but character". This observation has a great deal of meaning for me. I feel that in my career I have seen a lot of examples—in my historical work and in my personal experience—of such a factor at work. We certainly profit by the contributions of bright people, in our field as in others, but I have seen many cases where the "character" did not accompany the intellect. In university life, one sees and works with many bright people. In so many cases, good sense and satisfactory human relations do not go with the "brains". And as I look back over the development of adult education and some of the great Canadian projects in our field, I see "character" at work, first and foremost. Perhaps that is one of the distinguishing characteristics of a movement, such as ours has been.

I am no philosopher. I don't have the brains for it; or at least not the right turn of mind. In my teaching, however, and to some extent in my writing, I work with philosophical ideas. My interest is largely in the application of philosophical ideas to the nature of adult education, and to practice in the field. And also to the practice of life. In this connection, I am drawn very much to what I know of existential ideas. I can't remember who said it, but I like the observation that existentialism "has something to do with making yourself up as you go along". I respond to something Camus says in *The Rebel*: "...the important thing, therefore, is not, as yet, to go to the root of things, but the world being what it is, to know how to live in it".

10

Some Thoughts About the Future

More: I trust I make myself obscure.
Norfolk: Perfectly.
More: That's good. Obscurity's what I have need of now.
Robert Bolt, "A Man for All Seasons"

She who goes unarmed in paradise should first make sure that's where she is.

James Thurber

Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like stout Cortez when with eagle eyes
He stared at the Pacific - and all his men
Looked at each other with a wild surmise—
Silent, upon a peak in Darien."
John Keats, "On First Looking into Chapman's Homer"

A chapter such as this was not a part of the original version of these memoirs, for understandable reasons. This book started out essentially as one of recollections and reflections. Those who concluded that the document should be published suggested that a chapter containing some thoughts about the future would be an appropriate addition. Whereas I considered myself something of an expert on my own life and activities, needless to say, I do not feel the same confidence concerning my views of the future. I find myself sharing some of the feelings of Sir Thomas More, quoted above; some obscurity in my statements about the future may be helpful. It would be a rash person indeed who predicted with confidence about the future in these days of such rapid change. What I will attempt to do is to identify some present trends which appear as though they will be at work in the foreseeable future and as well to offer some thoughts or glimpses concerning where I hope and expect the field may be going in other respects.

Present Trends Continuing

Any view or set of expectations concerning the future of the field of adult education starts most sensibly from present trends. There are some persistent and pronounced features of the present scene and its recent past which certainly form a part of my expectations.

The first of these is continued growth. It seems to me that everything we know about the field and about the society to which it is responding supports the idea that adult education, as an activity in Canadian life, will become an ever more important factor in our lives. The statistics we have about participation rates on the part of Canadian adults in adult education activities have grown from approximately 4 % in 1960, to 20% in 1983, to 35% in 1993 (the latter being a rate for British Columbia, at the time of writing, but likely close to the Canadian average). This kind of growth, which is likely only a partial picture at that, is a very dramatic trend and shows no sign of tapering off. When we look at conditions in our society—economic, social or cultural—and the rate of change which is taking place, they surely substantiate the expectation of continued growth. And we should remember that such figures are meant to measure and depict adult "education", that is, registration in educational activities, not adult "learning", which is a much more widespread phenomenon.

Not only will the need for adult education increase, but the number and diversity of providing agencies also show signs of continued growth. More and more employers (in part prompted by federal government policies) are entering the field. Business and industry is already the largest single category of providers of adult education and it seems fairly certain that this trend will continue. With federal and in some cases provincial workforce training policies increasingly favoring the purchase of training from private sector providers, there has been a spectacular growth in the number of private training firms, and this shows no sign of abating. This trend is not happening only in the area of vocational education. As budget restrictions on our public educational institutions become ever more telling, those responsible for continuing education programs are having to become increasingly more self supporting financially. This is forcing such agencies to raise the fees they charge for continuing education programs, and generally restrict the scope of their offerings to those for which the public is willing to pay relatively high fees. This "makes room" for private and entrepreneurial agencies, which can compete with the new level of fees charged by the public sector, and can also move into at least some of the program areas which are being vacated by the public system. The one further dimension of the growth and diversification of providing agencies which will be mentioned is that of contemporary social movements—the women's movement, environmental groups, organizations of

older people, First Nations groups, etc.—which are becoming ever more active in educational activities. The foregoing are but some examples of the continuing growth of the number of providing agencies in our society. Between increasing needs and increasing provision, there is every reason to expect that participation in adult education will continue to grow at a rapid rate.

One important element of the trend towards continued growth is the fact that governments have apparently accepted the message concerning the importance of adult education and are increasingly seeing human development in a lifelong perspective—in relation to vocational and technical training. Many educators who had become accustomed to feeling like "voices in the wilderness" in promoting adult and lifelong education have been startled in recent years to find the government planners and public authorities adopting many of their ideas. What soon became clear was that this endorsation or adoption was confined to the vocational/technical training sector. The overwhelming focus, as far as public policy is concerned, is on the economic sphere. While one may have reservations about that fact, it is nevertheless the case that the newly adopted direction or concept behind public policy will be an important influence and driving force in the development of the field for the foreseeable future. Not only will the commitment to such policies on the part of government be important in themselves (because of the funding which flows from such policies and the expansion of programs and training opportunities which will follow), but it is also clear that the expansion of work in the vocational training area will have impact on other sectors as well. Concepts such as lifelong learning and lifelong education have no "natural boundaries". In developing such ideas as they apply to vocational training the public authorities are opening them up for application in other aspects of education as well. A more concrete example is provided by the new level of interest on the part of the public authorities in prior learning assessment. What will be developed in that area of institutional policy—to facilitate vocational training—will have implications or benefits for other areas of education as well. So the current willingness of governments to promote adult education for reasons having to do with vocational training and economic development will have "spill over" effects for the rest of the field.

There are a number of other program or content areas in adult education which have been growing vigorously in recent decades and which presumably will continue to do so. There are many such, but three examples will be mentioned: part time study towards academic credentials, continuing professional education, and education concerning the use of computers. Participation in education for the purpose of attaining credentials has grown at a rapid rate in recent decades and will presumably continue to do so. The reference here is to all forms of formal academic education—from adult basic education through to advanced degree studies—and to all other forms of certification, offered by

many kinds of institutions, public and private. Continuing professional education is driven by many factors, chief among them perhaps being the rate of the acquisition of new knowledge which is relevant to professional practice. The growth in the use of computers and the need for competence in that area is legendary in our society now, and even a quick scan of the program advertisements of school board, college and many private sector agencies reveals what a large portion of the offerings of such agencies fall ino this area. These and many other program areas can be expected to continue their steady growth.

There are a number of areas of growth and development in adult education which are being driven, at least in part, by what technological change is making possible. This is at least one of the factors which is contributing to the dramatic growth in the practice of distance education. Advances in our means of communication have transformed distance education practice, and presumably will continue to do so. Computer-assisted instruction of various kinds is expanding enormously, independent of or in combination with broadcast and telephone technology. The various forms of distance and independent learning seem to be changing almost day to day and it seems reasonable to expect an even faster rate of development in the foreseeable future. These developments lend support to the trend towards increased reliance on "open learning", which stresses the use and availability of educational resources on terms of the learner's choosing.

The practice of "prior learning assessment", which has been with us from the early years of this century and has expanded rapidly since World War II, now seems to be in a further period of rapid expansion. Several Provinces in Canada have been actively promoting it, Quebec having been the earliest, and most, if not all Provinces have the matter under active development or study. It is of crucial importance to this movement that those in government who are responsible for the vocational training emphasis which is so prominent in public policy at the present time have recognized the importance of prior learning assessment as a part of their overall strategy and are actively promoting its development and application. As in many other areas of human endeavor, development flows from financial resources and policy support.

The last trend I want to mention—of many which could be identified—has to do with the voluntary sector, most notably the social movements. Since the 1960s we have seen the emergence in our society of a number of what are often called "new social movements". By this we mean social movements or organizations which tend to focus on a single cause or issue, albeit in some cases a very broad one. A few examples which come to mind are the women's movement, various organizations concerned with environmental matters, human rights organizations, groups concerned with ethical issues such as abortion, organizations concerned with the welfare of the poor, the elderly, the

handicapped, etc., peace and disarmament groups, and First Nations groups. All of these groups are active in educational activities, including such areas as consciousness raising, informing themselves and the public about issues in their areas of concern, and developing leaders within the movement. Even some of their confrontational tactics involving civil disobedience or other approaches to attracting public attention may be seen to have an educational as well as other dimensions. I don't suppose we have the slightest idea of the educational impact of the work of these organizations, but it seems clear that it is substantial. They are an interesting phenomenon as they relate to adult education in that they approach the education of adults with a sense of mission and with a very clear sense that their involvement in the field is for the purpose of creating a better society. This is of particular significance to those who lament the passing of a sense of mission in the field of adult education in recent decades, and its replacement with a more professionalized view of the field.

Expectations, "Great" and Otherwise

I wish to comment on or conjecture about several areas of future development which are of particular interest to me. The selection of topics is a very personal one and I do not mean to suggest that they are the most important issues, or that the list in any way covers the scope or range of the field. What follows will make reference to some of the trends already mentioned, but will go beyond them as well. My views no doubt reflect my abiding interest in what are usually referred to as the "foundations" areas of the field, and are developed in keeping with my philosophically liberal approach to these matters. I have always been tickled by the criticism which an adversary levelled at the writings of a seventeenth century pamphleteer, that his ideas suffered from "a complete lack of depth". I hope that what follows, even if not profound, will at least not be judged so harshly.

I want first of all to say something about the matter of co-ordination in the field of adult education. Although there is a great deal of talk about the desirability of co-ordination, little has been done about it. There is, of course, a certain level of co-ordination involved in the normal activities of government—only certain agencies are funded to perform certain tasks, etc.— and there is a certain level of co-ordination which happens just as a matter of common sense in the field of practice—that universities tend not to teach literacy classes and school board programs don't attempt to run programs in the advanced levels of theoretical physics. But beyond this sort of thing, the co-ordination of activities in adult education is notable by its absence. Goverments have received an endless stream of advice from advisory groups, royal commissions, etc. over the years encouraging them to play a more active role in this field, but they have consistently held back from doing so, perhaps seeing it as a political minefield. The programming agencies in the field tend to resist the idea of a

more active policy of co-ordination because it would inevitably limit their freedom of action. The government of Saskatchewan adopted a policy of community college development in the Seventies which involved a high degree of co-ordination among educational institutions of each region, but this policy was abandoned some years later. The most noteworthy instance of co-ordination in the field at the present time is that of the Community Adult Learning Program (until recently called the Further Education Council) policy in the Province of Alberta. The crucial factor in the Alberta policy would appear to be the fact that by taking part in the co-ordinated approach, agencies (public and private) can access financial support out of public funds for their adult education activities. It seems likely that the current initiatives by the federal and provincial goernments in the field of vocational and technical training, with its panoply of federal, provincial and regional boards, are going to produce a more highly co-ordinated approach to activity in that field. This will in turn likely lead to a higher degree of co-ordination of activity in other parts of the field as well. While I personally feel that a much more vigorous policy of co-ordination, perhaps along the lines of the Alberta model, would be beneficial to the field and to the learners we are attempting to serve, such policies need to be very carefully handled. Approached in a satisfactory way, they can be a creative element in the system and lead to an adult education service which is more responsive than we are at the present time to the full range of educational goals and needs our society.

With the emergence of an ever increasing "rights consciousness" in our society, special interest and special needs groups in the community are looking as never before to see how public services can be made more relevant to their needs. The circumstances which apply to the many groups vary greatly from one to the other, but I believe there may be some general principles or strategies which should be considered, many of which have important implications for adult education. We can perhaps learn from examining the educational activities of the labour movement in Canada over the years. It is an instructive example of a special needs group and one which has consistently felt that the general or public system of education did not meet its adult education needs. One is reminded of the attitude of the Chartist leaders in mid-nineteenth century England. One of them, Ernest Jones, has been quoted as insisting that "the people's education was safe only in the people's hands".(1) Such a position has been taken by many groups in society, when it was felt that education for their members had to be infused with the ideological point of view of the group if it was to truly meet their needs. In the case of the labour movement in Canada, the public authorities have conceded this point long since, and for many years the federal government has made direct grants to organized labour in support of educational activities under their own sponsorship. The women's movement provides another sort of example. In this case, what might be termed a "mixed" system exists, the public educational system hav-

ing responded to the wishes of many women learners with special courses and programs, and the women's movement itself having undertaken other educational provision. Another clear example is that of First Nations groups. In the early Seventies, First Nations leaders enunciated a policy of "Indian control of Indian education", and this policy has been actively pursued in various ways since that time.

The principle at work in the examples above will, I believe, be even more prevalent in areas of ideological "content" in the years ahead. We will witness an increase in the development of a "popular education" movement of major proportions. One of the many things I am not clear about is whether this movement will coalesce or will remain as a number of separate educational enterprises. A popular education organization has been established in North America but I don't know how cohesive or widely based it will become. Certainly many adult educators who espouse a social transformationist view of the field will be attracted to the organization, and that is important in itself. But what degree of cohesion there will turn out to be among the several social movements which such an organization could conceivably embrace, remains to be seen. The future of this area of adult education will be important to all of us.

What I do believe will happen, however, is that in the future we will see the adult education movement in Canada falling into distinctly separate entities. For several decades some of us have been trying to stress the common elements of the many and varied parts of adult education in this country. It has been done in the interest of convincing the "world", especially government and institutional policy makers, that we represented a large and growing sector of education in our society, one for which satisfactory provision should be made. It has been in the interest of our advocacy activity to "paper over the cracks" in adult education activity and to make the whole of the movement appear to be as large as possible. We have stressed the common interests of those carrying out adult education functions, be it in educational institutions, government departments, business and industry, the many voluntary organizations, professional and union groups, or other areas of the field. Of course at the operational level, no sense of cohesion was ever achieved—nor perhaps aspired to. Forces at work in adult education and in the broader society in recent years have if anything been working against efforts to see the field of adult education as a whole, however loosely conceived. The "symbol" of this development happens to be a part of the field of adult education to which I have given a great deal of attention over the years, that of citizenship education, in the broad sense of the term. I have in some of my recent writings, especially my book entitled *Citizenship and the Adult Education Movement in Canada* (2), been trying to point out and explore what is happening. The financial straights under which adult education within our educational institutions has increasingly had to function in recent years have forced those

responsible for this work to put ever more emphasis on those parts of their programs which can pay for themselves financially. For this reason and others, there has been a pronounced tendency of late on the part of our public educational institutions to abandon the area of citizenship education (as well as a number of other program areas). As this has happened, the field of citizenship education has increasingly been left to the mass media and to the social movements. This has been just one of the trends which I believe have deepened the cleavages between and among the sectors of adult education in our society. It has become increasingly difficult in recent years—and will continue to be so—to see the field of adult education as anything approaching even a loosely structured single enterprise. We will see the credential-related and vocational-technical sectors of the field increasingly separated (both organizationally and ideologically) from the community development and citizenship sectors. Perhaps we have never had anything approaching a single adult education movement. For me it is distressing that in our kind of society, there is such clear evidence that the gaps between the several sectors are steadily deepening.

It is entirely appropriate, of course, that the social movements should be extensively engaged in citizenship education. What concerns me is the virtual disappearance of citizenship education from our public sector institutions. Having been directly involved in citizenship or public affairs education within the Extension Department of U.B.C. for many years, and believing strongly as I do in the special mission which the universities have in this field, I find it hard to accept the elimination of such programs from university continuing education programming. It does not seem to me to be satisfactory to have our society's provision of citizenship or public affairs education almost exclusively in "private" hands. I do not believe that the sum total of conflicting advocacy and educational efforts, as provided by special interest groups, will somehow add up to appropriate provision for the community. I believe that in our type of society, at least , it is appropriate and important that there be a strong public investment in, and provision of citizenship education. This has led me in recent years to study the contrasting models of citizenship education which are provided by the Study Circle movement in Sweden (and other Scandinavian countries) on the one hand, and the popular education movement of the Latin American countries on the other. I am a firm believer in the role of voluntary organizations and social movements in citizenship and public affairs education. I would hope that such work would be actively pursued and function at the highest possible level of excellence. But I also believe that the public authorities must not abandon citizenship education to the voluntary sector. This being the case, I am attracted to the partnership between public and voluntary effort which the Swedish system represents. In general terms, it seems to be a much more appropriate provision in a liberal democratic society such as Canada than is the more strongly confrontational Latin American pattern. I would like to see us explore in Canada an approriate version of the

Swedish system, whereby public funds are made available for the educational activities of recognized voluntary sector educational bodies. We are not without such models, including the Alberta Community Adult Learning Councils and the federal grants to organized labour, but all alternatives should be explored and models identified, for possible adoption in the various jurisdictions. Many successive Swedish governments, of all political stripes, have sustained public support of their study circle system, in the apparent belief in the importance of citizens having the opportunity to learn in stable, well run educational programs, and that it is more important that people be learning than it is to worry about the political leanings of the sponsoring organizations. That view, consistent as it is with our notions of "loyal opposition" in our democratic society, seems to me to be a satisfactory basis for our continued pursuit of citizenship education.

One of the areas of major change in our field in the years ahead will be in the provision of training for the leadership of the field. University-based professional training programs in Adult Education have a relatively short history in Canada, going back to 1957 when U.B.C. created the first degree program in Adult Education. There are now some 15 universities and a number of community colleges which are engaged in this work, which is mainly at the graduate level, as far as the universities are concerned. The foregoing refers only to formal programs, of course. There is a tremendous amount of training conducted in the field—in business and industry, labour and professional groups, educational institutions (the training of those who teach in their programs, etc.), in-service development work for staff in continuing education units, and leadership development work in a great range of voluntary agencies such as the YM and Y.W.C.A., the Red Cross, the guide and scout movements, etc. We can confidently expect that all these activities will grow in size and diversity. As far as the university graduate programs are concerned, they are quite diverse at the present time, some requiring a lot of "core course" (required) work and others leaving more freedom of choice to the student. Some of the graduate programs, including the one I worked in for 18 years at U.B.C., are faced with a decision as to whether to maintain what might be termed a "generic" sort of graduate program, which stresses the common elements of various kinds of practice, or whether to develop specialized paths or programs of study within their programs. With the growth of adult education in our society and the increased tendency for specialization in the field of practice, it is my view that specialized curricula or streams which accomodate specialized interests within the field is the path of the future. I did not manage to convince my colleagues of this in the latter years of my time at the University, and I will be interested to watch their actions and their fate in the coming years. Beyond the university, it seems clear that we will increasingly require training of many kinds, in many places and of various levels and lengths. The time has also come, I believe, for more active liaison among at least the major providers

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of training in this field. Some sort of standing committee or council of representatives of the various sectors and providing bodies would seem to be called for—and is probably not far off. One of the most important relatively recent developments in this field has been the increase in the number of undergraduate degree programs in the field. This has been a largely "missing link" in the field for many years and it has been a particular pleasure for me to see the development of a new program of this kind close to home, under the co-sponsorship of the University College of the Fraser Valley and the Open Learning Agency of B.C.

Any thinking person wonders these days where the new technologies which are coming on stream are taking our society. I have the same kinds of questions with respect to their applications in adult education. We have seen so many changes in recent years, symbolized most of all, perhaps, by the transformation in our approaches to distance education. In 25 years or so, "triggered" for the most part by the Open University in Great Britain, we have seen the old concept and practice of correspondence education changed almost out of recognition by the applications of new educational technologies. Computer-assisted and other forms of modularized instruction have been other related major areas of educational change. We are all aware of many other developments on the horizon. I have little knowledge of these areas, and certainly no special wisdom to bring to thinking about where all this is taking us, but clearly this will be an important element in the future of our field and deserves the best thinking of all educators who can be interested in exploring the implications of the application of the developing technology to the educational opportunities and learning resources which will be available to adults in the future.

I have been greatly interested in the phenomenon of "self-directed learning" or "learning without a teacher", about which we have learned a great deal in the last 25 years. There has now been considerable research devoted to this subject, sparked in the main by the work of fellow-Canadian, Allen Tough.(4) The research has looked into the nature, extent, process and degree of success and failure of self direction as a means of furthering one's education. I have been fascinated not only by what has been revealed by this research, but also by the response of the field of adult education to it all. It would appear that because research into self-directed learning in a sense has the effect of creating a more favorable picture of our present social arrangements (can be seen as a favorable comment on our liberal society), many observers and scholars coming from a social transformation point of view are making it their business to be critical of the research techniques employed by those looking into this phenomenon, and are generally downgrading the significance of this whole phenomenon. I have seen few instances in my professional career of philosophical differences intruding so obviously into matters of academic judgment. It

seems clear to me that research into self-directed learning is with us to stay, just as is the phenomenon itself, partly because "it is there" and deserves careful study, and partly because of the close realtionship between it and the development of opportunities for lifelong learning.

While many people in the field of education are less than impressed by the concept of lifelong education, feeling that it is too idealistic (if not utopian) and not clearly enough developed to guide future action and policy development, I continue to find it an extremely valuable and inspiring notion. It may be that I am drawn to the concept because, as Knapper and Cropley (4) have pointed out, the writings about lifelong learning and lifelong education have been developed in the main in the context of a liberal-humanistic approach to education. One reason why I am drawn to the concepts involved in lifelong learning is that the pursuit of them involves us in many tasks to which I attach great importance. This includes: the recognition and utilization as educational influences of many aspects of life outside what has traditionally been viewed as the educational system; a more effective approach to the co-ordination of adult education provision; the recognition of the importance of learning, wherever and however achieved; the significance of the "open learning" movement; and educational planning based on a much wider view of the field than is normally taken. I was drawn to the concept of lifelong learning at a very early stage of its development, as reprented by the work during the 1960s of Alan Thomas and Roby Kidd in Canada and Paul Lengrand at UNESCO. Their ideas anticipated the important UNESCO publication, *Learning To Be* (5) by at least a decade. Thomas introduced many of us to a new view of learning as a phenomenon (6), Kidd embellished this and spelled out the concepts of the lifelong and the lifewide aspects of education. (7) Lengrand embedded all of this in an existential view of the "crises" we were facing in society at the time. (8) These tended to be voices in the wilderness (though it was "our" wilderness) until the publication of the UNESCO report in 1972, the subsequent work of UNESCO Institute for Education in Hamburg and of the Organization for Economic Co-operation and Development helped to put adult education (in the context of lifelong education) on the world's educational agenda.

If we are to pursue the goal of support for lifelong learning, we must address several issues and problems which need addressing anyway. Perhaps central to these efforts is a readiness to separate learning from credentialling and to recognize and accept learning wherever it has been gained. One element of this effort lends particular importance to the whole "prior learning assessment" movement. Prior learning assessment, as it is currently being developed vigorously in many jurisdictions in Canada and beyond (most notably in the United States, which has been the pioneer) is controversial in a number of its dimensions. Indeed it is vital that such assessment be carefully approached and rec-

ognized for what it is—and is not. We must be clear about what kinds of learning can be evaluated by such approaches, and the relationship between those things and the overall goals of education. In the process of pursuing this goal, however, we accept as never before one important truth—that the traditional "educational systems" are not the only places where important learning takes place. Further, we are led in our consideration of how we can best support learning in our society to important concepts such as those proposed by Alan Thomas in his work on learning resources in our society (9) and by Philip Coombs in his *The World Crisis in Education: The View from the Eighties.* (10) Coombs, who is not an adult educationist but comes from the international world of educational planning, has issued an urgent call for nations to plan on the basis not of just their formal educational systems, but rather on the basis of what he terms the "learning network" of the society, one which relies on the combined resources in support of formal, non-formal and informal education. The work in this area will gain in influence with every passing year, I believe, and represents one of the most important directions of future thinking about learning, education and the management of both.

Other areas of policy and practice which will need to be tackled as we move towards a better articulated scheme of lifelong education will include that of co-ordination in the field, already dealt with above, and as well, more satisfactory provision of counselling and advisory services for adult learners. An argument can be made for the fact that the latter is the most underdeveloped area of the entire field of practice in adult education. Counselling and information services for adults in the community are in very short supply, and most of what is available is strongly institution-based, by which I mean it is in business mainly to advise students and potential students about what a particular institution has to offer. There is next to no advice available which encompasses the whole range of community resources. And further, much of what exists is of the information-giving type. We need services which can help people with life planning and with the planning of their educational/learning activities. The people who are doing the best job along these lines in Canada, to my knowledge, are to be found in the women's movement. In the best such services there is a willingness and the capacity to help people clarify their goals (often in a peer counselling setting), and to plan a strategy for their future action, including the educational component. If the field of adult education more generally is wise, it will learn from what has been developed in the women's movement in this area.

I believe that educational strategies based on the concept of "open learning" will also have powerful influence in the coming years. Open learning is interpreted in various ways, but what I refer to has to do mainly with maximizing the freedom of access of resources for learning to the individual and to learning circles or groups. The general aim, as I see it, is to provide learning

resources which can be utilized on terms which suit the circumstances of the learners. Technological developments such as computer- assisted instruction have made many more things possible in this area, but librarians undoubtedly have much to teach us about this matter as well. The idea of "local learning centres", to which I have given some attention at times (11), offer much promise in this respect, as do many new arrangements and facilties at the workplace. Open learning is also seen as a concept which relates to curriculum and program planning and in that context raises some important questions about the learner as a more important actor in shaping his or her learning agenda.

While these activities go on, based as they are mainly on a philosophically liberal approach to social and cultural development, I certainly expect a vigorous continuing debate in adult education circles (and education more broadly) over the roles and functions of the field. The main body of those in adult education in North America will go merrily on with their work, taking a generally functionalist view. Meanwhile, in intellectual circles, the debate will rage on, largely between exponents of the liberal and the social transformationist/movement-oriented points of view. And as I have indicated earlier, I anticipate a rapid growth in a popular education movement in this country.

The popular movements bring passion and fire to what they are doing, and education and learning linked to that passionate commitment will continue to represent an important and inspiring aspect of our field. In the last ten years, the Canadian Association for Adult Education, to which I have long had a commitment, has attempted to forge links with the social movements. I am not at all sure how well that has worked as yet, although certainly some important work has been done. But the intention—that of linking learning and concern for learning with our other aspirations in society—is surely one of our most important and inspiring goals for the future. If there is something left in the meaning of "movement" applied to adult education, it is surely along these lines. In a sense, the big "battalions", big budgets and big institutions in adult education can look after themselves. They have long done so and will continue on their chosen paths. That work is terribly important to our society and hopefully will go on from strength to strength. For some, however, the passionate commitment they bring to their work in facilitating adult learning can find its fulfillment in those places in our society where the struggle for social betterment intersects with the knowledge and empowerment which can flow from adult learning. Much of the passion which I have associated with, valued, and drawn inspiration from in a lifetime of work in adult education, lies there. It is vital that our institutions go on providing services to adults in our society and doing it as well as possible. The passion of the movement lies elsewhere.

It would be fine to have another lifetime of work which could be directed to these ends. It is good to see others taking up the challenge. Adult education is in good hands, but there is so much to be done. In Robert Bolt's marvellous play about Tudor times, he has Cardinal Wolsey, when advised to pray for guidance about a particular matter of state, say, "All right. Good. Pray. Pray by all means. But in addition to prayer there is effort". Shakespeare perhaps comes even closer to my feelings when he counsels, in Henry V:

> *...for miracles are ceased*
> *And therefore we must needs admit the means*
> *How things are perfected.*

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